

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday October 30, 2023 at 6:00 PM PDT

Location

2670 W. 11th Street Los Angeles, CA 90006

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. Additions/Corrections to Agenda		Mary Keipp	1 m
D. Approval of August 28, 2023 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
E. Approval of September 23, 2023 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
F. Approval of September 23, 2023 Board Retreat Minutes	Approve Minutes	Mary Keipp	1 m

Purpose Presenter Time

II. Communications 6:04 PM

A. Presentations from the Public FYI Mary Keipp

**END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES -
Assembly Bill 2449**

Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during "emergency circumstances" or for "just cause." Specific requirements may be found in the full text of AB2449 ([California Legislation Information](#)). All requirements for attendance by the YPICS Board of Trustees are adhered to in accordance with the Ralph M. Brown Act.

Instructions for Presentations to the Board by Parents and Citizens

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:

If you wish to make a public comment, you may attend in person and may complete a "Speaker Card" (on an agenda item or non-agenda item) card which will be available at the door.

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. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.

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.

	Purpose	Presenter	Time
<p>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.</p>			

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.

III. Items Scheduled for Information			6:04 PM
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A. Board Committee Reports	FYI		4 m
<ol style="list-style-type: none"> 1. Board Academic Committee update presented by Committee Chair, Cesar Lopez 2. Board Finance Committee update presented by Committee Chair, Michael Green 3. Board Technology Committee update presented by Committee Chair, Dean Cho 			
B. School Committee/ Council Reports	FYI		3 m
C. Bert Corona Executive Administrator's Report	FYI	Kevin Myers	2 m
D. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
E. Bert Corona Charter High School/ COO's Report	FYI	Ruben Duenas	2 m
F. Senior Director of Community Schools Partnerships' Report	FYI	Karina Favela-Barreras	2 m
G. YPICS Chief Accountability Officer's Report	Discuss	Ena Lavan	2 m
H. YPICS Executive Director's Report	FYI	Yvette King-Berg	2 m

IV. Consent Agenda Items			6:23 PM
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	Purpose	Presenter	Time
A. Background			
<p>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.</p>			
B. Consent Items	Vote	Mary Keipp	1 m
<ol style="list-style-type: none"> 1. Receive and file Sufficiency of Instructional Materials Letters from LACOE 2. Approve updated BCCS Safety Plan 3. Approve Bylaws reviewed at the September 23, 2023 Board Retreat 4. Approve submission of the English Learner Master Plan Certifications for Bert Corona, Bert Corona High, and Monseñor Oscar Romero Charter Schools to LAUSD CSD. 5. Approve submission of the Compliance Monitoring with Executive Administrator signature for Bert Corona, Bert Corona High, and Monseñor Oscar Romero Charter Schools to LAUSD CSD. 			
V. Items Scheduled For Action			6:24 PM
A. FY22-23 YPICS Unaudited Actuals Reports	Vote	Irina Castillo	5 m
<p>This is a recommendation to approve the FY22-23 Unaudited Actuals Reports for Bert Corona, Bert Corona Charter High and Monseñor Oscar Romero Charter Schools.</p>			
B. FY22-23 YPICS June Financials and Check Registers	Vote	Irina Castillo	5 m
<p>This is a recommendation to approve the June 2023 financials and check registers for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.</p>			
C. FY23-24 YPICS September Financials and Check Registers	Vote	Irina Castillo	5 m
<p>This is a recommendation to approve the September 2023 financials and check registers for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.</p>			
D. Recommendation to Acknowledge Correction to Minutes Containing Local Assignment Option EC §44256(b) for Paul Duran for the SY22-23	Vote	Yvette King-Berg	2 m

	Purpose	Presenter	Time	
	<p>This is a recommendation to acknowledge a correction to the minutes to re-approve a <i>Local Assignment Option for Paul Duran, a clear multiple subject credential holder, to teach 8th grade departmentalized math at Monseñor Oscar Romero Charter School for the 2022-2023 school year per the California EC §44256(b).</i></p>			
E.	23-24 Facilities Plan: Contract with Greenworks	Vote	Ruben Duenas	5 m
	<p>This is a recommendation to approve the contract with Greenworks Solutions to complete the list of projects outlined in the Board brief in the amount of \$253,145.</p>			
F.	Revised 2023-24 English Learner Master Plan for Bert Corona Vote Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School	Vote	Ena Lavan	3 m
	<p>This is a recommendation to approve the revised EL Master Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.</p>			
G.	Approval for Change in Signatory for BCCS US Bank Parent and Student Accounts.	Vote	Kevin Myers	5 m
H.	SAC Incorporating Duties of Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC)	Vote	Ena Lavan	5 m
I.	Rescinding of the YPICS Covid-19 Vaccination Requirement/ Policy	Vote	Yvette King-Berg	10 m
	<p>This is a recommendation to the Board of Trustees to approve rescinding the YPICS Covid-19 Vaccination Requirement/ Policy</p>			
J.	Replacement Keycard System for Monseñor Oscar Romero Charter School	Vote	Ruben Duenas	5 m
	<p>This is a recommendation to review the three bids submitted and approve a replacement keycard system for Monseñor Oscar Romero Charter School</p>			
VI.	Closed Session			7:14 PM
A.	Section 35145 of this code and Section 54950 of the Government Code, Student Discipline			5 m
VII.	Open Session			7:19 PM

	Purpose	Presenter	Time
A. Action Taken in Closed Session	FYI	Mary Keipp	1 m
VIII. Announcements			7:20 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m
The next board meeting will be held on Monday, December 11, 2023 at the Learning and Support Center.			
IX. Closing Items			7:22 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of August 28, 2023 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of August 28, 2023 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on August 28, 2023

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday August 28, 2023 at 6:00 PM

Location

The Meeting will be held at:

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

A Board member will be joining virtually from Monsenor Oscar Romero Charter School, 2670 W. 11th Street, Los Angeles, CA 90006

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/81854074508>

Presentations from the Public can only be made at one of the four YPICS locations listed.

Bert Corona Charter School
9400 Remick Avenue Pacoima, CA 91331

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

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

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

Trustees Present

D. Cho, M. Green, M. Keipp, W. Njboke

Trustees Absent

C. Lopez, S. Mendoza

Guests Present

E. Lavan, F. Zepeda, J. Osorio, K. Myers, R. Bradford, R. Duenas, Y. King-Berg, 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 Aug 28, 2023 at 6:08 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of June 26, 2023 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 06-26-23.

W. Njboke seconded the motion.

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

E. Approval of July 17, 2023 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 07-17-23.

W. Njboke seconded the motion.

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Public Hearing

A.

Sufficiency of Instructional Materials - Education Code Section 60119

Need to write blurb Ms. Keipp read out loud.

IV. Items Scheduled for Information

A. Board Committee Reports

There were no Board Committee reports.

B. Bert Corona Executive Administrator's Report

C. Monseñor Oscar Romero Charter School Interim Executive Administrator's Report

D. Bert Corona Charter High School/ COO's Report

E. LCAP Update and Instructional CAO Report

F. YPICS Executive Director's Report

V. Consent Agenda Items

A. Background

B. Consent Items

W. Njboke made a motion to move the consent calendar.

D. Cho seconded the motion.

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

VI. Items Scheduled For Action

A. Recommendation to approve Board Resolution 2023-1 "Sufficiency of Instructional Materials"

M. Green made a motion to approve Board Resolution 2023-1 "Sufficiency of Instructional Materials".

W. Njboke seconded the motion.

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

B. Recommendation to approve the Expanded Learning Opportunities Program Update for the YPI Charter Schools

M. Green made a motion to approve the Expanded Learning Opportunities Program update for YPI Charter Schools.

D. Cho seconded the motion.

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

C.

Recommendation to approve the search for and purchase of vans for BCCHS

M. Green made a motion to approve the search and purchase of two mini vans for Bert Corona Charter High School.

W. Njboke seconded the motion.

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

VII. Announcements

A. Closing Announcements

The Board retreat will be held on Saturday, September 23, 2023 at Descanso Gardens.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:06 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of September 23, 2023 Regular Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of September 23, 2023 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 23, 2023

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Saturday September 23, 2023 at 9:00 AM

Location

Descanso Gardens, 1418 Descanso Drive, La Canada Flintridge, CA 91011

Trustees Present

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

Trustees Absent

M. Green

Guests Present

E. Lavan, F. Zepeda, K. Myers, R. Duenas, Y. King-Berg

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 Saturday Sep 23, 2023 at 9:00 AM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

II. Communications

A. Presentations from the Public

There were no presentation from the Public.

III. Items Scheduled For Action

A. MORCS Local Assignment Option for Paul Duran

C. Lopez made a motion to approve a Local Assignment Option for Paul Duran, a clear multiple subject teaching credential holder to teach departmentalized 8th grade math per EC §44256(b).

W. Njboke seconded the motion.

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

IV. 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 9:15 AM.

Respectfully Submitted,

Y. King-Berg

Coversheet

Approval of September 23, 2023 Board Retreat Minutes

Section: I. Opening Items
Item: F. Approval of September 23, 2023 Board Retreat Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Board Retreat on September 23, 2023

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Board Retreat

Date and Time

Saturday September 23, 2023 at 8:30 AM

Location

Descanso Gardens, 1418 Descanso Drive, La Canada Flintridge, CA 91011

Trustees Present

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

Trustees Absent

M. Green

Guests Present

E. Lavan, F. Zepeda, K. Myers, R. Duenas, Y. King-Berg

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Keipp called a meeting to order on Saturday Sep 23, 2023 at 9:00 AM.

C. Welcome Check-In (8:30 - 9:00)

II. YPICS Regular Board Meeting

A. Regular Board Meeting

The Board started the Regular Board Meeting at 9:15am.

Please see the Regular Board Meeting agenda and minutes for more information.

III. Resume Board Retreat

A.

Welcome and goals for today (9:15 - 10:00)

1. Build cohesion, relationships, energy, and focus among the Board.
2. Engage in diversity, equity, and inclusion.
3. Review CDE Dashboard (Education)
4. Review the three-year Strategic Plan, By-laws, annual goals, short-term succession plan, and dashboard, and set new goals and board actions (Committee Assignments).

B. Spotlight 1: Understanding the CA Data Dashboards (10:00 - 10:45)

- Reviewed CDE Data dashboards & reporting tools
- Layed a foundational understanding of the difference between SBAC and verifiable data

C. Scheduled Break (10:45 - 11:00)

D. Spotlight 2A: YPICS today and future trajectory-Schools (11:00 - 12:00)

- Board reviewed SBAC & Verifiable Data by school (What does the data say?)- looking back.
- The board shared and discussed strategic opportunities (What is the school's response and action plan?)-thinking ahead.
- Listened to each school's plan and provided feedback and direction.

BCCHS, BCCS, MORCS (15 minutes each + 5-minute Q/A)

E. Lunch Break (12:00 - 12:30)

F. Spotlight 2B: YPICS today and future trajectory-Schools-Strategic Planning (12:30 - 1:15)

- Reviewed board efforts-Three Year Strategic Plan updates & LAUSD Oversight Reports and discussed implications.
- Reviewed By-Laws
- Reviewed Short Term/Emergency Succession plan.

G. Spotlight 3: Board development (1:15 - 2:15)

“What’s the Board Got to Do with It? The Role of the Charter School Board in Monitoring School Performance.

- Reviewed and processed the article.

Reflected upon board efforts about the article and past goals outcomes, shared goals for the next 2-3 years, and discussed implications.

H.

Scheduled Break (2:15 - 2:30)

I. Spotlight 4: Discuss annual organization goals (2:30 - 3:00)

Introduction

During the 22-23 school year, the Board Focused on Excellence at the Board level. After reviewing five years of historical data, the board will spotlight SBAC, verifiable, and CDE Dashboard data. The goal is to push excellence in instruction and increase academic achievement for YPICS Scholars for 23-24.

Goals:

1. Add additional board members to the board.
2. Create an Academic Committee of the Whole
3. Add Community Schools Board Committee
4. Monitor Instruction
 1. Monitor the Instructional Board Level Dashboard in between trimester benchmark assessments.
 2. Review Quarterly reports for School Mint Grow
 3. Review Quarterly ELLevation
 4. Have EAs Report on Instructional data at every meeting
 5. Review and question Innovare Monthly Dashboard Report

IV. Closing Items

A. Wrap-up and agree on next steps

Pre-Read Items integrated into the retreat and for planning for 23-24.

1. "What's the Board Got to Do with It? The Role of the Charter School Board in Monitoring School Performance.
2. Getting to Know Local Measures.
3. Getting to Know the Dashboard.
4. Getting to Know Measures.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:30 PM.

Respectfully Submitted,
Y. King-Berg

Coversheet

Bert Corona Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: C. Bert Corona Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 23-24 BCCS EA BoD Report (October).pdf



Board Report

Dr. Kevin Myers, Executive Administrator

October 30, 2023

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

Instruction & Performance Data

For the first quarter of the school year, our teachers were observed weekly for 15 minutes by our instructional coach, our EA walked through classrooms every week (5 minutes per class), and our Coordinator of Culture and Climate walked through the classes daily just to check on behavior (30 seconds to a minute per class unless behavior needed to be addressed). During this time, we were checking for basic “Must Dos” and, where teachers were ready, more in depth coaching began. Our baseline expectations were as follows:

- Students working in collaborative groups or pairs
- Teachers utilizing engagement strategies (checks for understanding, Think-Pair-Share, turn and talk, etc.)
- Use of the Cycle of Effective Instruction
- Academic monitoring (walking around the classroom as students work to monitor and provide feedback)
- 4:1 comments and narration (narrating the positive 4 times more than making corrections to behavior).

Starting in week 10 of this semester, we shifted to a more rigorous and targeted coaching approach. While we had been using the “Quick Feedback” to provide notes and feedback to the teachers, we have shifted to using the Relay GSE “See It, Name It, Do It” coaching structure to provide more in depth and focused feedback. We have divided the teachers between 4 coaches, all of whom conduct at least 1 full class observation per month and they meet with their teachers weekly. Our schedule is below:

	M. Myers			K. Myers			J. Arreola			N. Bravo		
Cosching	ELA/SS/PUC Monthly Observations Weekly/Bi-Weekly Meetings			MATH Weekly Walkthroughs Monthly Observations Weekly/Bi-Weekly Meetings			MATH Monthly Observations Weekly Meetings			SFA Monthly Observations Monthly Grade-Level Meetings		
	Teacher	Monthly Observations	# of Monthly Meetings	Teacher	Monthly Observations	# of Monthly Meetings	Teacher	Monthly Observations	# of Monthly Meetings	Teacher	Monthly Observations	# of Monthly Meetings
Teachers	Walter		4 - T @1:50	T. Bravo		4 - W @9:25	Luc		4 - Th @11:15	Walter		1
	Campana		2 - W @1:50	Carter		4 - W@9:25	Duenas		4 - Th @8:30	Campana		
	Mousavi		4 - F @11:15	Contreras		2 - F @8:30				Oliveros		1
	Oliveros		4 - W @10:30							Lowy		
	Lowy		4 - Th @10:30							Vidana		1
	Vidana		4 - T @12:10							M. Rodriguez		
	M. Rodriguez		4 - W @12:10									
	Contreras		2 - F @8:30									
	Pistilli		4 - M @10:30									
	N. Bravo		2 - F @12:10									
Hosseini		2 - Th @2:45										



In addition to the scheduled monthly observations and weekly meetings, Dr. Myers is doing walkthroughs with Quick Feedback weekly and Mr. Arreola is providing Quick Feedback as necessary during his regular walkthroughs. In total, we have had 74 completed pieces of feedback with 13 pending observations from the past week (these are observations that have been completed, but the virtual feedback form won't be finalized until the coach meets with the teacher at their next weekly meeting). On average, that is about 7 touchpoints per teacher so far this year. That is right on target since we did not do any coaching during parent conference week or on the first 2 weeks of the school year.

In terms of academic data, 21 of our students passed the Houghton Mifflin Inventory last month, meaning they have already checked off one requirement for reclassification this year.

Culture & Climate

Our primary goal as a school this year was to maintain and improve our practices for Tier II and Tier III support and to enhance our implementation of Tier I practices. To focus on our Tier I implementation, we are using the Tiered Fidelity Inventory (TFI) as our tool to measure implementation across the school. Last year, we ended the year with a 35% rating for Tier I practices, and we are now at 50% implementation according to the TFI. Our Tier I team (which was formed this year) has an action plan and has already implemented many new practices and supports that will increase that rating the next time we complete the inventory. The following changes are of particular importance for our Tier I implementation this year:

- More schoolwide positive events and celebrations/recognitions for students meeting expectations. This includes monthly assemblies, weekly lunchtime competitions, and more schoolwide events.
- Increase in Scholar Dollar distribution from all staff
- Regular Tier I committee meetings
- Tier I "re-teaching" and addressing issues when they arise.
- Parent sessions that connect to our Tier I efforts for students
- Restorative Practices to create a more connected and supportive environment.

Community Schools

One of our primary focuses for our community schools team this year has been improving our extended learning programming. We have been working with the Think Together team to improve after school programming and attendance is up! Additionally, we are getting more strategic in how we are using our ELOP funding to supplement and improve ELOs instead of just piling on top. That is, instead of our teachers and staff offering ELOP programming during the after school program time, we have planned with Think Together so certain BCCS staff members are offering academic support during the same time Think Together is doing their academic component, and we provide clubs during enrichment time/sports during physical time. This is making our ELO time much more effective and more impactful.



Our community schools team is also continuing to focus on our MTSS Tier II and III implementation and we are always working on improving our practice to make sure our students get the right services in a timely manner.

In the last few weeks, we have been planning and prepping for our annual Trunk or Treat community event. This is not only a great event for our families and students, but it is also a great opportunity to build community and relationships with partners, recruit from our local elementary schools, and to build relationships with our neighbors!

Operations

This month we held our annual fall parent conferences. As usual, this was a great week of meetings with parents and we were able to have 89% of our parents come to campus to meet with our teachers and staff. In addition, we had parents complete the YouthTruth survey to provide our team feedback from their perspective and we were able to catch parents who have been difficult to contact about their Meal App.

We are already working on enrollment for next year and we have visited Montague Elementary on two occasions to recruit or present to families. Additionally, the Montague 5th graders have been invited to our annual Trunk or Treat event happening on October 27th.

For the school year, we set a goal of 95% attendance to ensure we hit our budgeted targets and to ensure our kids are in school regularly. We have been able to maintain a 94% attendance rate for the year so far which is higher than the budgeted attendance and an increase over last school year. We are continuing to work with our families of students who are frequently absent.

23-24 Bert Corona Charter School 9400 Remick Avenue, Pacoima 91331 Generated on 10/26/2023 04:40:38 AM Page 1 of 1	Attendance/Membership Summary Report Start/End Date: 08/09/2023 - 10/20/2023 School(s): 1 Calendar(s): 1 Grade: 05, 06, 07, 08
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School: Bert Corona Charter School Calendar: 23-24 BCCS

	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Days	Absences Avg. Daily	Percent In Attendance	
	05	8	392	34.68	357.32	8.00	7.28	20.17	0.42	91.15%	
	06	121	5804	229.33	5574.67	118.45	113.84	93.51	1.93	96.05%	
	07	116	5517	342.21	5174.79	112.60	105.61	170.18	3.46	93.80%	
	08	112	5391	370.96	5020.04	110.03	102.51	157.82	3.19	93.12%	
Total		4	357	17104	977.18	16126.82	349.08	329.24	441.68	9.00	94.29%

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Charter School Executive Administrator's
Report
Purpose: FYI
Submitted by:
Related Material: 23-24 MORCS EA BoD Report Oct 30 2023.pdf




YPICS Board Report
Freddy Zepeda, Executive Administrator
 October 30, 2023

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

Instruction

In regards to professional development, our teachers engaged in two sessions in the month of October to help them continue developing their practice in standards based grading. On October 16th, our teachers participated in a session that focused on developing Know Show Charts. This is a planning strategy that our team has learned through the Relay Graduate School of Education that requires teachers to break down a standard so that they can ensure that the language is student friendly, and that their tasks are aligned with the rigor set forth by standards. In short, teachers were asked to break down the standard by identifying key vocabulary for a selected standard, concepts or skills needed to attain mastery, identify artifacts that they'd collect throughout the various activities, and identify mastery indicators that they'd use to determine mastery of the standards. Our ask is that teachers do this at least once per week and share it with their students so that students are clear on what they need to know and how they'll show mastery for a given standard. Our observation team will be looking out for this in our observation rounds and will provide coaching and support to teachers as needed to ensure that this is practiced by all teachers at all grade levels.


Our teachers also engaged in a session focused on developing academic language. As a school, we are placing emphasis on developing academic language across all content areas to help provide supports for our students. This is an effort to create a universal approach to language so that students,



Developing Academic Language

Instructional Framework: Develop Academic Language, Reading, Writing, Listening, Speaking

4 modules



▶ Introduction to Develop Academic Language	Resume
◀ Develop Academic Language with Meaningful Messages	Preview Start
▶ Develop Academic Language with Strong Sentences	Resume
◀ Develop Academic Language with Weighted Words	Preview Start

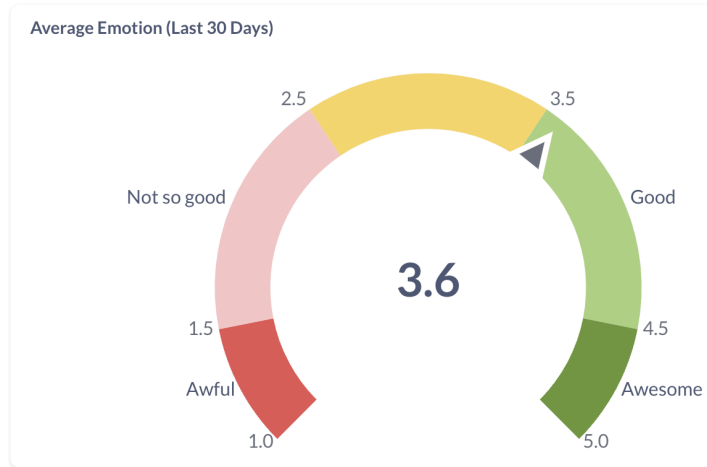
particularly our English Language Learners and Students with Special Needs, are provided with intentional opportunities to engage with content specific language and vocabulary. Our focus on developing academic language will consist of 4 modules, each of which will allow teachers to engage in reading articles, watching videos, and identifying strategies that they



can build into their lessons using the resources on the Ellevation platform.

Culture & Climate

Our advisory program provides us with an opportunity to check in with students regarding their academic progress and emotional needs. Each week, our students engage in lessons using the Sown to Grow program which provide them with an opportunity to share where they're at emotionally. One of the components requires students to rank how they are feeling using an emotion meter. Students must select whether they feel: awful, not so good, okay, good, and awesome. For the month of October, our student emotion meter ranked in the "good" category, serving as an indicator that our students are currently feeling good emotionally. Many of our efforts to create a positive environment through implementation of PBIS tier 1 systems and supports have allowed our students to be at a good place and continue to yield positive results through interactions and recognition of positive behaviors throughout the day. As a team, we have reviewed the latest data set provided by the Sown to Grow platform and we are continuing our work to implement PBIS to ensure that students feel safe and supported to hopefully increase to the next level of "awesome".



Community Schools

Many of our ELOP clubs are now in full swing. Our Chess Club participated in their first tournament of the school year. Our chess club is led by our 6th grade Math/Science teacher, Mr. Guzman, and students from all grade levels currently represent our MORCS Chess Club. The first tournament of the year saw our students engage in chess matches against players of all ages. This was an excellent opportunity for our Chess Club as many of our students are now in their second year of participating in Chess Club and have a few tournaments under their belt. See the



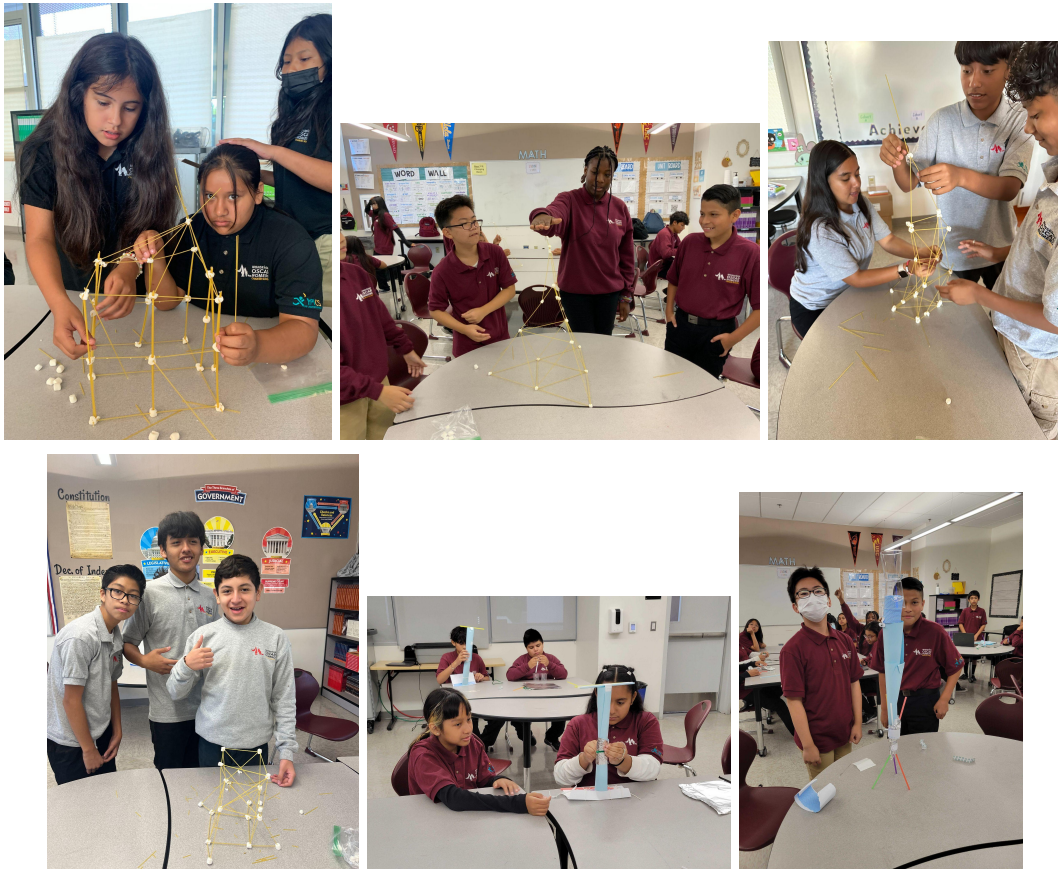


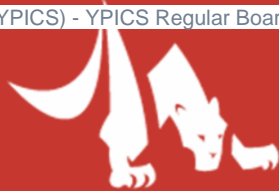
attached pictures of our students in action at this year's Garden Grove Chess Tournament.

Operations

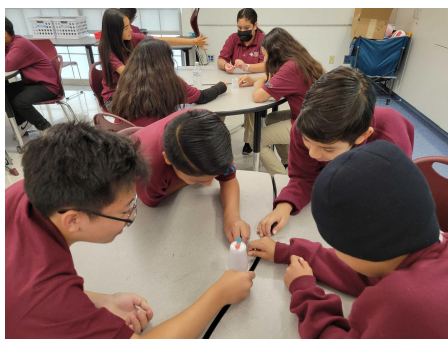
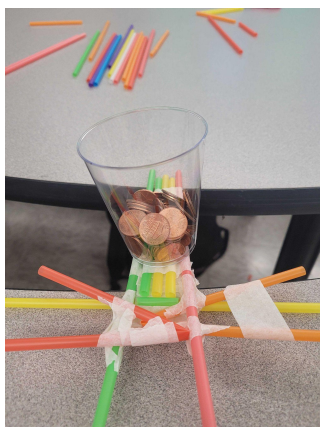
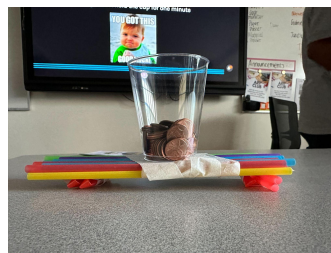
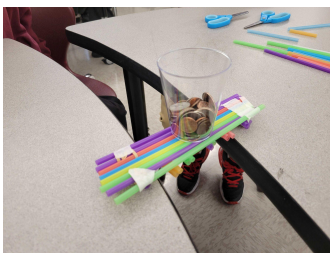
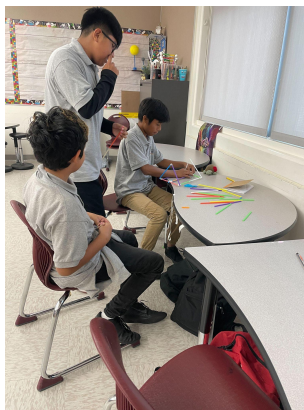
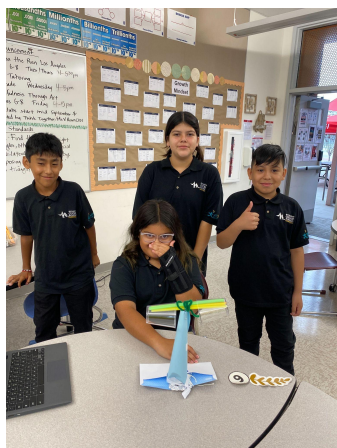
Our parent conferences took place on the week of October 9th. MORCS had a total of 87% of families attend parent conferences. This is a huge success as our teachers and families were able to connect and talk about academic progress and needs. Overall, it was an excellent experience for everyone involved and our team was able to build rapport with many of our families as we continue with our efforts to provide service and support to our students.

As we approach the remaining months of Semester 1, our team is committed to continue building opportunities for our students to develop academically while having fun. Enjoy some pictures of our students engaging in various team challenges through our advisory program!





**MONSIEUR
OSCAR
ROMERO**
CHARTER SCHOOL



Coversheet

Bert Corona Charter High School/ COO's Report

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School/ COO's Report
Purpose: FYI
Submitted by:
Related Material: 23-24 BCCHS EA BoD Report 10-30-23.pdf
COO Report 10-27-23.pdf



Board Report
Ruben Dueñas, Interim Executive Administrator
October 30, 2023

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

Instruction & Performance Data

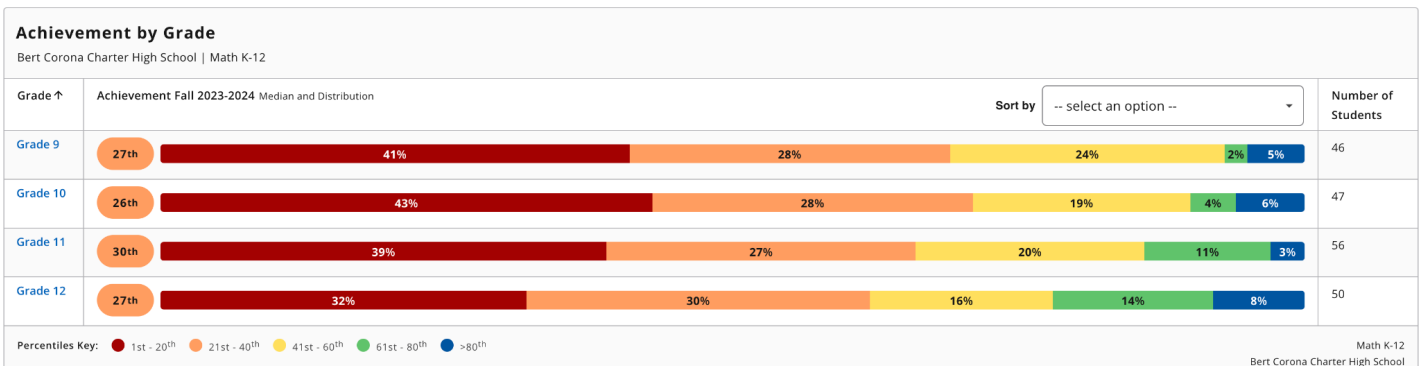
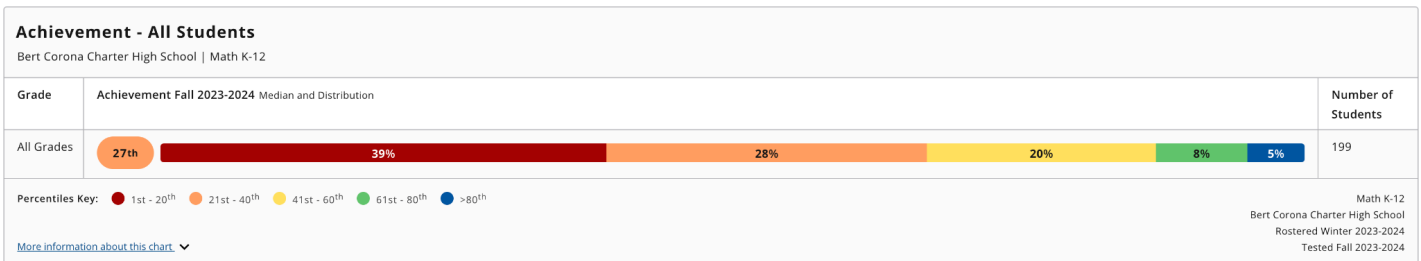
NWEA MAPs School Profile Fall Data

Math

At the beginning of this school year, 13% of our students scored in the *High* and *Above Average* bands combined in their Reading assessment. 33% scored in the *High*, *Above Average*, and *Average* bands combined. 12th graders have the highest overall performance level and 10th graders have the lowest overall performance level.

We expect the *High*, *Above Average*, and *Average* bands combined to grow by at least 5% in math. We will be providing target list students support in strengthening fundamental math skills in both tutoring sessions and during their Academic Lab class, which is an intentional study hall class.

A credentialed math teacher will also be provided targeted math support after school for 9th and 11th grade students based on identified needs. After school math tutoring will be supported by peer math tutors as well.

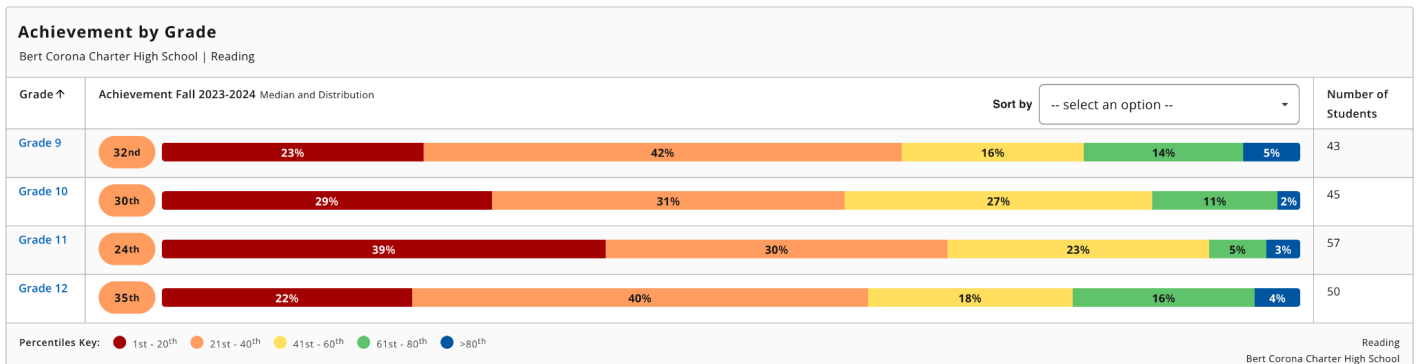
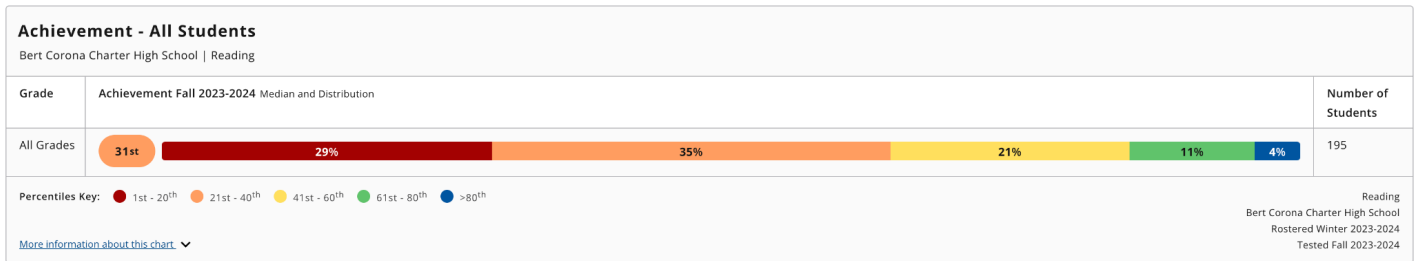




Reading

At the beginning of this school year, 15% of our students scored in the *High* and *Above Average* bands combined in their Reading assessment. 36% scored in the *High*, *Above Average*, and *Average* bands combined. 12th graders have the highest overall performance level and 11th graders have the lowest overall performance level.

We expect the *High*, *Above Average*, and *Average* bands combined to grow by at least 5% in reading. One instructional strategy the teaching team is committing to implementing is engaging students in both reading and writing across all content areas.



College Readiness

Dual Enrollment

Through our continued partnership with Los Angeles Mission College, over 30 students are enrolled in a Sociology 1 class.

College Readiness Workshops

Our College Readiness Team hosted two workshops for parents at BCCS and one at BCCHS. Middle school workshops are designed to support parents in navigating the transition to high school. At the high school, parents learned about the college application and selection process. In addition, these workshops addressed the three domains: academics, personal social-development and strategies to help parents support their scholars.

Culture & Climate

Sports

Bert Corona has been placed into the North Valley League for the winter and spring seasons. We will be competing against CHAMPS, Community Charter, Lakeview Charter, Triumph Charter, and Valley Oaks CES. The Fall season has been tough as our girls volleyball team is composed of new



athletes. Unfortunately, several schools canceled games and our playing season was cut short. The girls skills and competitiveness grew over the short season. We look forward to next year.

Discipline

Staff has been working on reducing tardiness from class to class. In order to ensure measurable improvement, the team created the Tardy Unexcused Extinguish Plan. The plan consists of data collection, modifying supervision during passing periods, adding hall passes for classes like leadership, yearbook and journalism, better use of sign in sheets in the college center, and SCC office, and increased communication with parents.

Based on initial data, tardies have decreased during the month of October from an average of 29 tardies to 7 tardies per period. Next steps will include improving the data collection tool, Ensuring teachers meet students at the door, and setting up meetings with parents in the coming month.

Community Schools

Through a collaboration with Vision to Learn, a non-profit that provides vision care to k-12 students, students received a no cost vision screening. As a result it was found that 95 students were in need of a more comprehensive follow up eye exam. These students received a no cost eye exam and will receive glasses at no cost.

Operations

23-24 SY Enrollment

- The original enrollment goal was 220 students.
- Our current enrollment is 222 students.
- 1 more student is in the process of enrolling with a start date next week.

Parent Conferences

Fall conferences were held on October 9th, 12th, and 13th. The approach to parent conferences changed this year from the past years. Parents had articulated that they wanted to meet with each teacher, not just the advisory teacher. Parents like hearing their student talk about their learning (student led conference) but prefer to meet with all of their student's teachers. Staff made the necessary changes and scheduled one on one meetings between parents/students and teachers. 168 students out of 218 attended parent conferences or 77.06% In the Fall of 2022, 174 students out of 199 attended parent conferences or 87.44%. Staff is reviewing the data to see if there are any trends that will influence next steps in their planning. Generally, parents and staff were happy to engage with each other in support of their students' learning and growth. Attendance was negatively impacted by parents of multiple students/siblings who did not come to any conference for any child.

During parent conferences, our College Readiness team also met 1:1 with over 60% of the senior class. These 1:1 meetings addressed graduation standing and postsecondary planning.

Outreach



BERTCORONA CHARTER HIGH SCHOOL

Trunk or Treat (ToT)

BCCHS will be hosting 3-4 cars at the BCCS Annual Trunk or Treat. Student artwork from the the BCCHS Inktober Art Competition will also be on display. ToT participants will have the opportunity to vote on the best student art collection. The College Readiness Team will host one of the cars and will be publicizing the monthly college readiness workshop that BCCHS will be hosting at BCCS. Participating in ToT is one way for BCCHS to support the middle school and to build relationships with BCCS staff, students, and families.

Facilities

The Williams Facility Inspection will be held on November 2, 2023.

Pending projects

- Addition of a electrical outlet for Media Arts Lab
 - Request was made in Mid August
 - Request has been held up in the Office of Environmental Health and Safety
- Roof of 4 bungalows
 - LAUSD facilities is doing a cost analysis to determine if the bungalows are worth fixing.
 - CPM has been supportive



Chief Operations Officer Report October 30, 2023

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

Facilities

Bert Corona Charter School had a busy year with construction improvements and repairs. We spent \$14,153 more in vendor repairs than originally budgeted. For items that were budget for depreciation, staff opted to not spend funds on replacing air conditioners in lieu of adding space for the lunch area. Repairs to the 12/13 bungalow was also more than budgeted due to increase in material costs and the damage to the foundation. Staff also did not fully replace the intercom system. The gate intercom was repaired and upgraded. For depreciation items, BCCS spent \$42,172 less than budgeted. The total expenses were \$28,019 less than budgeted.

22-23 Summary of Expenses			
Vendor Repair	22-23 Budget	Actuals	Notes
Green Works	\$173,440		
Paint exterior of building		\$2,650	
New roofing (Building)		\$74,920	
Replace siding, install windows, paint building			
Replace Interior wall		\$24,570	
Install drain for Main & Admin Office		\$25,820	
Seed field border for walking path			
Safety repairs		\$16,940	
Emergency Repairs		\$42,693	
Subtotal- \$173,440 (June 29, 2022)	\$173,440	\$187,593	Increase of \$14,153
Depreciation	22-23 Budget	Actuals	Notes
A/C upgrade	\$50,000		
Concrete for lunch area		\$25,900	
Green Works (Room 12-13 Foundation Repair)	\$60,000	\$76,500	Over budget by \$16,500
Intercom System Replacement	\$50,000	\$15,428	Under budget by \$34,572
Subtotal	\$160,000	\$117,828	Under budget by \$42,172
Vendor Repair and Depreciation Total	\$333,440	\$305,421	Under budget by \$28,019

Coversheet

Senior Director of Community Schools Partnerships' Report

Section: III. Items Scheduled for Information
Item: F. Senior Director of Community Schools Partnerships' Report
Purpose: FYI
Submitted by:
Related Material: 10.30.23 Community Schools Board Report.pdf



Board Report

Karina Favela-Barreras, Sr. Director of Community School Partnerships

October 30, 2023

Youth Policy Institute Charter Schools (YPICS) is a network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS). The network is committed to a Community Schools implementation process centered on the four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. We also commit to the Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

YPICS vision is that students are college ready, active citizens, and lifelong learners, accomplished through a whole-child approach with an integrated focus on academic, health and social services, youth development, and community engagement. Our community school will value mutual respect, dignity, and personal accountability, while supporting families to help their children succeed in life by ensuring access to high quality rigorous instruction, a positive school culture and climate, and comprehensive multi-tiered systems of support.

Moving from Planning to Implementation

Upon completion of all assessment activities during the 22/23 academic school year the following Priority topics were identified as top needs across schools:

BCCS:

- 1: English Learner Performance and Growth
- 2: Positive School Culture through Restorative Practices (focus on Tier I)
- 3: Reduction in Chronic Absenteeism
- 4: Parent Engagement and Celebration
- 5: Bolstering of arts, music and clubs programs

BCCS has started addressing the top needs by:

1. Hiring a dedicated EL teacher; identified new assessments to support with performance growth; Continue to celebrate student growth and engagement to improve; inclusion of parents in the discussion of how to support; new and improved reading material (high interest); Elevation partnership with success for all foundation
2. Staff have participated in MTSS training; Creation of clubs (Vegan Cooking, Music through partnership with Create Now, sports, make-up, photography, fitness, etc.); Key partnerships with Kaiser Permanente and Tree People which invest in our communities well being.
3. Schoolwide assemblies, incentive raffles, and personalized improvement plans to reduce chronic absenteeism
4. Partnering with Parent Institute for Quality Education (PIQE), which offered workshops for parents. The PIQE curriculum allows parents the opportunity to gain new skills, tools, and resources to help guide their student(s) through middle school and prepare for high school.
5. Offering before- and after-school programs operated by partner Think Together that



provides academic support, enrichment opportunities, and physical fitness. Provide additional extended learning opportunities via partnership like Kaiser Permanente (Hippocrates Circle program), FIYA (Athletic Programs), Tree People (environmental education), and most recently partnered with Create Now in response to the identified need to increase music programs.

MORCS:

- 1: English Learner Performance and Growth**
- 2: Positive School Culture through Restorative Practices (focus on Tier I)**
- 3: Increase College Readiness Programs**
- 4: Increase programs and services for students (Drug Prevention & Sexual Education)**
- 5: Increase meaningful and purposeful student, teacher, and parent engagement and Celebration**

Monsenor Oscar Romero Charter School started addressing the priority areas by:

- Partnering up with PIQE to address College Readiness. PIQE offers a 4-week program (Bridge to College) once a week, addressing information about financial aid, resources, room and boarding, academic advising, and emotional support.
- For students, our school counselor has planned college tours with the idea of exposing students at an early age and familiarizing them with the college setting. Regarding drug prevention, we have reached out to the Los Angeles County Department of Public Health-Substance Abuse Prevention and Control team to provide workshops to parents and students on topics like vaping, fentanyl, emergency preparedness, hands-only CPR, and other related topics.
- We plan to host Health Fairs on campus that provide general information and resources about different medical concerns and promote healthy habits.
- For sexual education, we plan to address this by reaching out to Planned Parenthood Los Angeles. Planned Parenthood Los Angeles provides workshops and training on responsible sex education for parents and their teens.
- We will continue to increase meaningful and purposeful student, teacher, and parent engagement through collaboration between MORCS departments and outside organizations. For example, having students, teachers, and parents participate in our School Advisory Council for decision-making and having open communication on all levels regarding our school. Having the Parent Coordinator and Community School Coordinator collaborate to bring workshops, activities, and events to the school where parents, teachers, students, and the community can benefit. Having the Student Program Coordinator and the School Culture Climate Team assist with the engagement of students to increase attendance.



- Lastly, ensure parents have on-boarding support from the first point of interest in the school and training to use all communications and technology systems to support their child's education at the charter school. We will continue our partnerships with Luminarias Institute Inc to provide individual and group counseling services and will also begin to use a universal screening tool to identify mental health and behavioral risks needs. Strengthen the schools multi-tiered system of support (MTSS) process to identify student and family needs and provide appropriate services with school staff (school psychologist and case manager/ mentor) and community partners; beginning to use a universal screening tool to identify mental health and behavioral risks needs.

BCCHS:

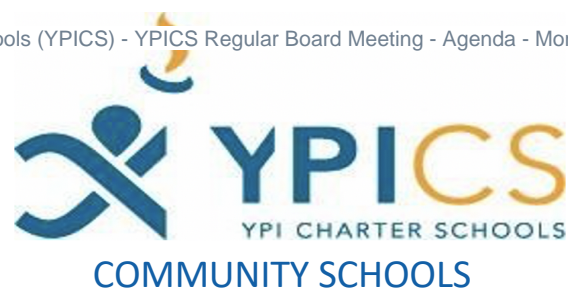
- 1: Increase student achievement and engagement
- 2: Increase Work readiness/job training
- 3: Increase College awareness and college visits for students and parents
- 4: Increase Mental health services and social emotional and behavioral support
- 5: Reduce absenteeism and chronic absenteeism

Bert Corona Charter High School has started addressing the priority topic areas by:

1: a) creating and continuing a project based learning class elective for all students which allows students to express their voice and have choice in learning about community needs and solutions to those needs: b) rearranging the bell schedule and class matrix to include to time for more electives, sports, and community based learning internships; c) deepen the training of staff on use of group process skills (Critical Friends Group) in a structured setting of mutual support and honest critical feedback from trusted peers to design learning goals for students and integrate strategies to move students toward these goals, and adapt and revise their goals and strategies and to modify conditions within the school so as to better support student learning.

2: a) continuing to build strong relationships with community partners which align to student service learning classes so students can be exposed to careers of interest while working on solutions to community needs; b) continuing to build our Media Arts Pathway by making more connections to media arts professionals and by building a screen printing and embroidery microbusiness which students will manage and participate in to build job skills; we will establish a partnership with Los Angeles Mission College's (LAMC) Career Technical Education (CTE) program by leveraging LAMC's network to expand career pathways for our students; c) changing the bell schedule to allow for an additional period at the end of the school day for students to be able to participate in community based learning opportunities (internships) with community based organizations and schools, local businesses, and industry; d) continuing to partner with our Think Together After School Program to expand the Work Readiness Program for more students; e) integrate our mock interview unit into the Junior Seminar Class.

3: a) Continuing to work with Vaughn Next Century Learning Center Gear Up Program to ensure students and parents are taking day and overnight trips to local and instate



universities, both public and private; b) continuing to partner with Los Angeles Mission College to provide dual enrollment opportunities for our students by offering classes on our campus; c) ensure that trips and activities currently supported by Gear Up are added to the schools annual budget and maintain partnerships with local universities to place counselor interns at the school.

4: a) continuing our partnerships with Luminarias Institute Inc to provide individual and group counseling services and Pacoima Charter Elementary School to place MSW interns on campus; b) beginning a partnership with the Multicultural Learning Center to place MSW/MFT interns on campus; c) beginning to use a universal screening tool to identify mental health and behavioral risks needs.

5: a) strengthening the schools multi-tiered system of support (MTSS) process to identify student and family needs and provide appropriate services with school staff (school psychologist and case manager/ mentor) and community partners; b) beginning to use a universal screening tool to identify mental health and behavioral risks needs.

This 23/24 academic school year the Community Schools team across the three sites continue to address priorities as follows:

Integrated Student Supports

- Each school site has or will hire a Youth Mentor to support a caseload of 15-20 students chronically absent. Providing 1:1 mentoring and support sessions for students as well as group enrichment activities.
- Developing and expanding college going cultures
- Improving MTSS - attending the California MTSS conference in July. Moving forward with the Panorama data system. Streamlining teams, services and strategies.
- In November schools will apply for the [REACH funding opportunity](#):

Description

The UCLA Center for the Transformation of Schools and the UC Berkeley Graduate School of Education are leading the Race Education and Community Healing (REACH) Network.. The initiative's overall goal is to reduce racial disparities and exclusionary discipline mindsets and practices to improve school climate conditions for all students, especially historically marginalized youth. To meet our ambitious goals, we are working to identify ways to promote **healthy relationships in schools and prevent out-of-school suspensions** from happening altogether, and providing tools and training on alternatives to suspensions based on new evidence-based models.

REACH grants will allow for school sites and districts to **test out innovative models that promote positive relationships, healthy learning conditions, and center on evidence-based alternatives to punitive practices and policies in schools**. These grants will help inform promising models that align to Senator Nancy Skinner's successful SB 274, now a state law, designed to keep students in school by eliminating suspensions for "willful defiance" or low-level behavior issues in TK through grade 12.

Family and Community Engagement

- Coordinators of Community Schools supported with engaging parents at parent teacher conferences - facilitating the YouthTruth survey.



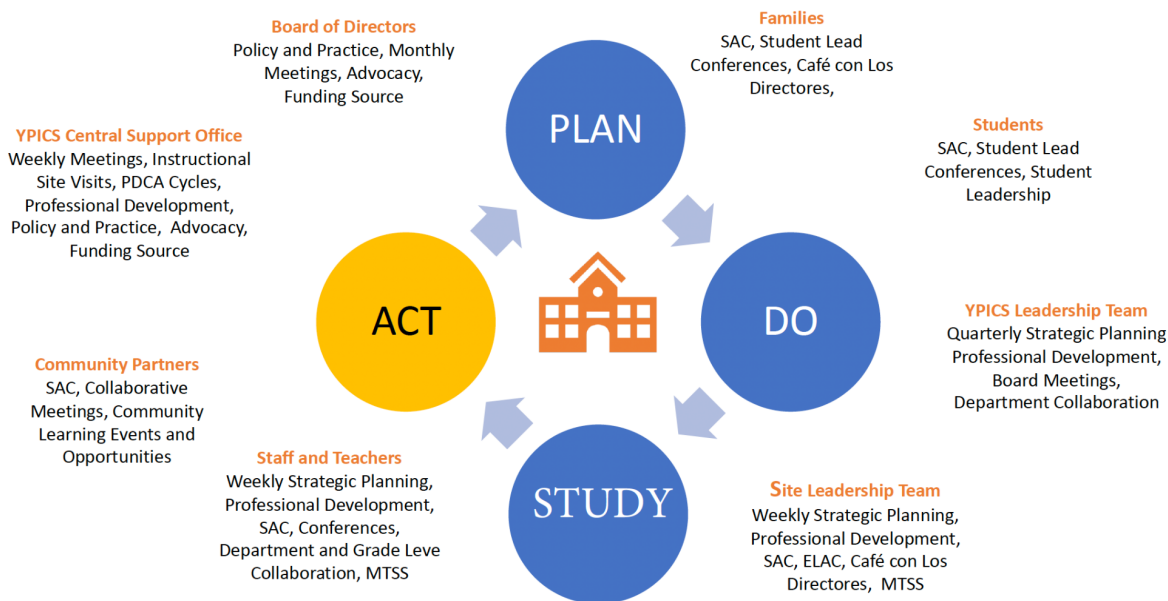
COMMUNITY SCHOOLS

- Coordinators of Community Schools will work closely with the Operations team to review current parent workshops/services calendar and identify ways to increase resources.
- Planning to share back YouthTruth and academic data during data walk meetings.
- Continue improving cross collaboration to address family and community needs.

Collaborative Leadership and Practices for Educators and Administrators

- In July and August the YPICS Leadership Team members participated in training and conferences to increase capacity around Critical Friends Groups and Restorative Justice.
- The Chief Accountability Officer has developed meeting tools and spaces to improve systems in support of collaborative leadership
- Planning to share back YouthTruth and academic data during data walk meetings.
- The team will continue to collaborate at all levels to assure that the Plan, Do, Study, Act (PDSA) cycle is taking place across all spaces. Identify current tools used and areas for improvement.

Youth Policy Institute Shared Leadership Model



Expanded Learning Time and Opportunities

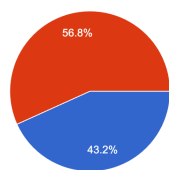
- We continue to partner with Think Together to implement before and after school programs.
- In partnership with Think Together the High School was awarded funds to implement summer programs this past July 2023 and for July 2024.



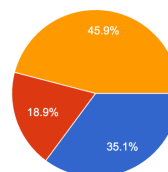
COMMUNITY SCHOOLS

- The ELO-Program funds have allowed us to hire an Expanded Learning Coordinator for each middle school. This position will support coordination and management of all ELO-P programs and will work closely with our Partner Think Together to assure cross collaboration and efficiency of programs.
- ELO-P programs are being offered at both middle school sites:

School
37 responses



Activity Type?
37 responses



23/24 Serv

- Curri Arts, UCLA School of Dentistry, Dignity Health, ~~UCLA School of Dentistry~~, Think Together, ~~UCLA~~, Strength United, MEND, LA County Mental Health, Catalysts SGV, St. John's Community Center, Parent Education Bridge for Student Achievement Foundation,
- Total number of students served: 155, 305, 220
- Total number of parents/community members served: 35, 41, 20
- Total number of parents completing YouthTruth survey: 137, 189, 139

On the horizon:

- Music instruction and partnership with Harmony Project
- Health education with Peer Health Exchange
- Music Program with Create Now
- Big Smiles
- Camp Bob Waldrof

Implementation Plans

[BCCS Community Schools Implementation Plan](#)

[MORCS Community Schools Implementation Plan](#)

[BCHS Community Schools Implementation Plan](#)

Grant Management

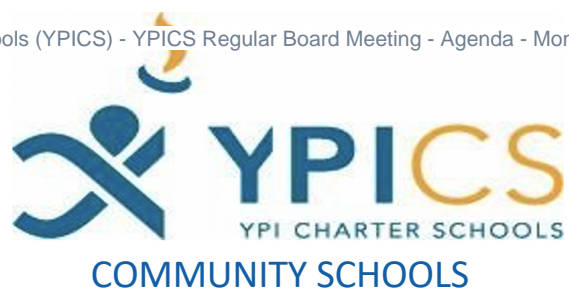
- Closeout Report Due in Nov
- Attend Monthly Grantee Meetings
- Grant Goals and Outcomes

Goals & Measures	Site	Fall Goal	Qrt 1 (Jul-Sep)	Qrt2 (Oct-Dec)	Spring Goal	Qrt3 (Jan-Mar)	Qrt4 (Apr-Jun)	Total
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Goal 1- Increase student attendance

Quantity: How much did we do?

Total # of students case managed		20			20			
Total # of 1:1 sessions with students case managed								
Total # of group sessions with students case managed								



Quality: How well did we do it?

% of students decreasing absences																				
% of students participating in enrichment activities																				
% of families receiving additional supportive services on campus																				

Effect: is anyone better off (%# Skills / Knowledge, # % Attitude / Opinion, # % Behavior, # %, Circumstance)

% of student that have a sense of belonging in school																				
% of students who feel safe on school grounds																				
% of students who feel they have a trusting relationship with staff																				

Coversheet

YPICS Chief Accountability Officer's Report

Section: III. Items Scheduled for Information
Item: G. YPICS Chief Accountability Officer's Report
Purpose: Discuss
Submitted by:
Related Material: 23-10-30 CAO Board Report_Final Rev.pdf

Board Report

Ena LaVan, Chief Accountability Officer

October 30, 2023

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

YPICS Accountability & Instruction

October 8-10, 2023, five members from YPICS including the three Coordinators of Instruction, attended the California Assessment Conference. It was an eye-opening experience for our team as we learned of the abundant resources that have been created by the California Department of Education to support teachers in developing rigorous standards-based lesson plans and assessments to familiarize students with the demands of the California standardized assessment suite.

Our leaders returned from the conference eager to introduce their respective teaching staffs to the *Tools for Teachers* resources in English/Language Arts, mathematics, science, and English language development.

Together with the Relay Coaching/Observation/Feedback cycle, we are focusing on the rigor of instruction across all classrooms, and committing ourselves to consistent, high-quality support of teachers.

Public Data Release of 2023 California Assessment of School Performance and Progress (CAASPP)

The California Department of Education publicly released the CAASPP 2023 data. The public may now access the searchable data for English/Language Arts and mathematics ([link](#)), science ([link](#)), and English learner assessment ([link](#)) performance.

As reported in our previous Board Report (09/13/23), the publicly released data confirms the following data submitted for your review.

		California	MORCS	BCCS	BCCHS
ELA	Met/Exceeded	46.7%	19.8%	17%	33.3%
	Nearly	22.2%	24.1%	27.6%	29.2%
	Not	31.2%	56.1%	55.4%	37.5%
Math	Met/Exceeded	34.6%	8.3%	10.7%	4.2%
	Nearly	24.1%	21.6%	14.1%	20.8%
	Not	41.3%	70.1%	75.2%	75%
Science	Met/Exceeded	30.2%	12.9%	12.3%	20%
	Nearly	53.9%	60%	59.7%	66%
	Not	15.9%	27.1%	28.1%	14%
Summative ELPAC	Level 4 Proficient	16.5%	14.6%	18.6%	4.6%
	Level 3	33.8%	33.6%	35.4%	31.8%
	Level 2	29.4%	28.2%	31.9%	27.3%
	Level 1	20.3%	23.6%	14.2%	36.4%

Source: CDE/ETS California Assessment of Student Performance and Progress/English Language Proficiency Assessments for California websites <https://caaspp-elpac.ets.org/> accessed October 20, 2023.

NOTE: The percentages represented in this table have been revised slightly to align with the public data release, however, there are no significant changes in the original performance reported to the Board in September 2023.

Chronic Absenteeism 2022-23

The state released the chronic absenteeism data early this year (a trend we hope will continue).

	2022-23	2021-22	2020-21	2018-19
California	24.9%	30.0%	14.3%	12.1%
Los Angeles County	26.8%	31.2%	13.3%	13.8%
Los Angeles Unified	30.8%	36.9%	15.6%	18.4%
MORCS	24.8%	20.1%	52.9%	6.8%
BCCS	30.3%	27.2%	35.4%	7.0%
BCCHS	36.3%	43.3%	22.1%	21.2%

Source: CDE DataQuest, Chronic Absenteeism Rate website <https://dq.cde.ca.gov/dataquest/>, accessed October 21, 2023

The California School Dashboard

The 2023 Dashboard will be publicly released in December 2023. The dashboard calculations will be based on the 2022-23 school performance data. As a result of COVID, last year's Dashboard consisted of purple "cellphone bars," since the representation was for a single year of state assessment.

With the 2023 Dashboard, we will see a return to the color gauges—"blue" being the highest level and "red" being the lowest performance level. It is important to note that the Dashboard seeks to provide insight on equity gaps as well as the distance from standard using SBAC data.

The CDE has created a number of helpful resources for members of the public to develop an understanding of the California School Dashboard. Recently released on-demand videos in preparation for the release are accessible from the CDE's "Dashboard Communications Toolkit" website ([link](#)).

- CA Dashboard 101 (YouTube [link](#))
- Academic Indicators (YouTube [link](#))
- Chronic Absenteeism (YouTube [link](#))
- College/Career Indicator – *coming in November*
- English Learner Progress Indicator – *coming in November*
- Graduation Rate Indicator – *coming in November*
- Suspension Rate Indicator – *coming in November*
- Local Indicators – *coming in November*

Additionally, there are flyers for parents and educators to simplify the use and understanding of the Dashboard.

AB1505 Charter Renewal Restart

With the release of new data, we are on the runway for statewide charter renewals to restart in July 2024. As has been shared earlier, the stakes for charter schools could not be higher when it comes to accountability. When we are closer to the Dashboard release, it will be crucial for us to examine the prior year performance as it will be the basis for the AB1505 "charter tiers" which is expected to be released in early Spring 2024.

Differentiated Assistance

Based on the 2023 CAASPP data, the State will be notifying local education agencies (LEAs) of their 2023 Differentiated Assistance Status. According to the CDE's Director of the Analysis, Measurement and Accountability Division, the list is expected to be released in December 2023.

The CAASPP scores will serve as the basis for determining whether a school has been identified for California's System of Support. The State currently has three levels of support: level 1 – support for ALL LEAs and schools, level 2 – Differentiated Assistance (DA), and level 3 Intensive Intervention.

Eligibility Criteria adopted by the State Board of Education in September is as follows:

Priority Area	Criteria
1 Basics	<input type="checkbox"/> "Not Met" for 2 or more years on Local Indicator
2 Implementation of Academic Standards	<input type="checkbox"/> "Not Met" for 2 or more years on Local Indicator
3 Parent Engagement	<input type="checkbox"/> "Not Met" for 2 or more years on Local Indicator
4 Pupil Achievement	State Indicators: <input type="checkbox"/> "Red" on both English/Language Arts and Math, or <input type="checkbox"/> "Red" on English/Language Arts or math and "Orange" on the other test <input type="checkbox"/> "Red" on English Learner Progress Indicator (ELPI)
5 Pupil Engagement	State Indicators <input type="checkbox"/> "Red" on Graduation Rate Indicator, or <input type="checkbox"/> "Red" on Chronic Absence Indicator
6 School Climate	<input type="checkbox"/> "Red" on Suspension Rate Indicator, or <input type="checkbox"/> "Not Met" for 2 or more years on Local Indicator
7 Access Broad Course of Study	<input type="checkbox"/> "Not Met" for 2 or more years on Local Indicator
8 Outcomes in a Broad Course of Study	<input type="checkbox"/> "Very Low" on College/Career Indicator

Source: CDE State and Federal Programs Directors Meeting, September 22, 2023, "Update on the 2023 Dashboard Update," presented by the Analysis, Measurement, and Accountability Reporting Division.

Charter school eligibility for Differentiated Assistance will be based on two years. The list of eligible schools will be released with the CA School Dashboard in December 2023 in the "LCFF Assistance Status" spreadsheet.

Charters found eligible will be required to submit a plan as part of the Local Control and Accountability Plan (LCAP) describing the current work underway to address the areas of needed improvement.

Under ESSA, these schools will be identified for one of three levels of assistance based on the Dashboard: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

The release of the ESSA CSI/ATSI list is expected in early 2024.

The LCAP

SB 114 amended California Education Code (EC) Section 52064, which requires that revisions be made to the Local Control & Accountability Plan (LCAP) template and instructions for 2024-25. The CDE is expected to approve the final template at its November 8 or 9 Meeting.

SB114 also requires all LEAs to present a mid-year update on the 2023-24 LCAP by February 28th. The CAO will be developing a timeline to align the mid-year update as a "kick-off" opportunity for YPICS schools to engage with their educational partners on development of the 2024-25 LCAPs.

Coversheet

YPICS Executive Director's Report

Section: III. Items Scheduled for Information
Item: H. YPICS Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: Executive Director Report October 2023.pdf

EXECUTIVE DIRECTOR'S REPORT

October 30, 2023

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

State:

LAO: Revenues Up, but Deficit Remains

*From School Services of California
Posted October 6, 2023*

The Legislative Analyst's Office's (LAO) latest blog on state revenues offers comforting news that recent trends indicate that the "Big Three" taxes could bring in \$9.5 billion more than 2023 Budget Act estimates across the three-year budget window. This welcomed news is accompanied by warnings that, despite better-than-expected revenue performance, the state would still face a \$10 billion budget deficit in 2024-25, and a caution that it is early in the fiscal year and, consequently, actual revenues could be significantly higher or lower than revised estimates.

Specifically, the LAO notes that actual revenues for the current year could be \$15 billion above or below forecast. The margin is even wider when looking at potential revenue scenarios for 2024-25, at \$30 billion higher or lower than the LAO's latest projection. The improved revenue outlook is based on upward trends in income tax withholdings and the stock market. Similar to the latest UCLA Anderson Forecast (see "[UCLA Economists Forecast Slow Growth Economy](#)" in the October 2023 Fiscal Report), the LAO explains that indicators that have historically signaled impending economic contractions (and consequently lower state revenues) may not be as reliable as they have in the past.

Higher revenues increase two spending obligations for the state: Proposition 98 and Proposition 2 requirements. Proposition 98 generally requires the state to spend 40 cents of every state dollar on K-12 agencies and community colleges. Proposition 2 requires the state to make certain debt payments and set aside funds in its rainy day account. After meeting the two requirements, from the \$9.5 billion in unexpected revenue, the state would net \$6 billion.

Finally, the LAO reminds us that the Budget Act contemplated a \$14 billion budget deficit in 2024-25, and that actual state revenues would need to exceed that amount to maintain current spending levels. Consequently, even with its latest projection of above-forecast revenues, the LAO predicts

that Governor Gavin Newsom and California lawmakers will have to contend with a \$10 billion budget deficit next year.

Inflation Rates Hold Steady
From School Services of California
 Posted October 13, 2023

The U.S. Bureau of Labor Statistics reported on October 12, 2023, that the Consumer Price Index (CPI)—the U.S. measure of inflation—grew at a similar year-over-year pace in September as in August, with September headline inflation matching August at 3.7%. While we are experiencing improvement in some areas that drive inflation like used cars and apparel, other areas like higher gas prices and shelter are boosting inflation. Shelter costs accounted for more than 50% of the increase. Core inflation, which excludes the costs for food and energy, increased 4.1% year over year. This represents a slight decrease from the 4.3% core inflation reported for August. Shelter, motor vehicle insurance, education, recreation, personal care, and new vehicle indexes all showed an increase, while used cars and trucks, medical care, and apparel indexes decreased.

The Federal Reserve (Fed) has indicated that its restrictive policy towards interest rates will continue until inflation further abates. The Fed will also be looking at the inflationary indexes in determining whether or not to continue the pause on interest rate increases at its next meeting October 31, 2023, through November 1, 2023. We will continue to monitor the CPI as well and the Fed’s actions with regard to interest rates. Inflation influences the annual cost-of-living adjustment (COLA), although COLA is specifically determined by a federal price deflator for government entities.

FOMC Meeting Date	Rate Change (bps)	Federal Funds Rate
Sept 20, 2023	0	5.25% to 5.50%
July 26, 2023	25	5.25% to 5.50%
May 3, 2023	25	5.00% to 5.25%
March 22, 2023	25	4.75% to 5.00%
Feb 1, 2023	25	4.50% to 4.75%
Dec 14, 2022	50	4.25% to 4.50%
Nov 2, 2022	75	3.75% to 4.00%
Sept 21, 2022	75	3.00% to 3.25%
July 27, 2022	75	2.25% to 2.50%
June 16, 2022	75	1.50% to 1.75%
May 5, 2022	50	0.75% to 1.00%
March 17, 2022	25	0.25% to 0.50%

Risk Management [\(Back to Top\)](#)

Catastrophic Accident Insurance and Supplemental Blanket Coverage

The Catastrophic Accident Insurance and Supplemental Blanket Coverage policy through Myers-Stevens & Toohey has been renewed again to provide an added layer of coverage as the organization continues to enhance its community schools and expanded learning opportunities programs. As of August 1, 2023, 29 off-site special events for students have been scheduled as part of the Expanded Learning program . Additionally, Fenton continues to process a high number of parent volunteers to assist with special event chaperone duties, and non-instructional, day-to-day tasks. The recent additions place a greater need for the supplemental policy to safeguard students, families, and staff members. The cost of the annual policy is \$11,492, which increased from last year's cost: \$10,561. The price increase is due to a larger number of volunteers covered under the policy.

Release of State Assessment Scores [\(Back to Top\)](#)

Mixed Results with 2023 CAASPP Test Results

From School Services of California

Posted October 19, 2023

California students improved in math, according to the latest California Assessment of Student Performance and Progress (CAASPP) data released Wednesday, October 18, 2023, by the California Department of Education. Compared to the prior year, the percent of students who were at or exceeded the performance standard was 34.62%, an improvement of 1.24 percentage points from 2022's test results (33.38%). This improvement was seen to varying degrees across nearly all student groups and is a welcome improvement from last year's stagnant performance.

However, student performance for English Language Arts (ELA) did not see gains. Statewide, across all students, the percentage of students who met or exceeded the standards saw a slight decrease, 46.66% in 2023 compared to 2022’s all-time low of 47.06%. Student performance in ELA across all student groups was also mixed, with most groups experiencing some decline compared to the previous year.

The latest data continues to highlight the impact of two years of disrupted instruction and learning that California’s nearly six million students experienced during the COVID-19 pandemic. While math scores are improving across the board, and to a lesser degree ELA, student performance is still far below the peak levels achieved in 2018-19.

Math					
Student Group	2018-19	2021-22	2022-23	One-year Change	Five-year Change
All students	39.73%	33.38%	34.62%	1.24%	-5.11%
Students with disability	12.62%	11.41%	12.27%	0.86%	-0.35%
Economically disadvantaged	27.48%	21.23%	22.91%	1.68%	-4.57%
Black or African American	20.54%	15.92%	16.89%	0.97%	-3.65%
Hispanic or Latino	28.05%	21.24%	22.69%	1.45%	-5.36%

ELA					
Student Group	2018-19	2021-22	2022-23	One-year Change	Five-year Change
All students	51.10%	47.06%	46.66%	-0.40%	-4.44%
Students with disability	16.36%	15.61%	15.75%	0.14%	-0.61%
Economically disadvantaged	39.20%	35.23%	35.28%	0.05%	-3.92%
Black or African American	33.19%	30.33%	29.85%	-0.48%	-3.34%

Hispanic or Latino	40.80%	36.41%	36.08%	-0.33%	-4.72%
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FCPS CAASPP and i-Ready Status and Growth Comparison (FY22 and FY23) ([Back to Top](#))

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. All schools have met the Typical Growth Target rate of 50% and are showing gains in ELA and Mathematics. The following charts compare the “growth” of students as well as their “status”. The California Dashboard measures both and is a key indicator for the renewal of the charter petitions. We anticipate California Dashboard measures will be made available in December.

ELA:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 12, 2023, we are seeing growth in ELA as well as Mathematics. We are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at FACS, SMBCCS.

	GROWTH		STATUS			
	i-Ready % Typical Growth Met		i-Ready % Met		CAASPP % Met	
ELA	21-22	22-23	21-22	22-23	21-22	22-23
FPC	49	61	57	64	-	-
FACS	61	60	41	50	42	47
SMBCCS	56	56	36	40	33	38
STEM	55	64	46	48	49	48
FCLA	57	52	48	51	47	43
LAUSD	-	-	-	-	42	41
State	50	50	48	50	47	47

Final Scores for 2022-2023.

Math:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 12, 2023, it appears that all Fenton schools will show growth in Mathematics.

Math	GROWTH		STATUS			
	i-Ready % Typical Growth Met		i-Ready % Met		CAASPP % Met	
	21-22	22-23	21-22	22-23	21-22	22-23
FPC	48	58	38	50	-	-
FACS	61	60	42	48	32	35
SMBCCS	58	53	36	37	27	35
STEM	59	66	46	52	40	44
FCLA	52	58	39	45	29	31
LAUSD	-	-	-	-	29	31
State	50	50	43	44	33	35

Final Scores for 2022-2023.

i-Ready Beginning of Year (BOY) Status Comparison (FY22 through FY24) [\(Back to Top\)](#)

The following is a comparison of the beginning of year status of students that have met or exceeded grade level standards over the past three years. Interpretations of this data should be taken with caution as the data only measures beginning of year trends. However, we do see positive trends of student achievement in both ELA and Mathematics.

ELA	STATUS		
	i-Ready (BOY) % Met		
	21-22	22-23	23-24
FPC	15	16	21
FACS	18	25	26
SMBCCS	12	14	15
STEM	20	20	24
FCLA	20	23	21

Math	STATUS	
	i-Ready (BOY) % Met	

	21-22	22-23	23-24
FPC	5	6	6
FACS	5	11	14
SMBCCS	5	8	7
STEM	9	10	15
FCLA	10	13	9

Chronic Absenteeism ([Back to Top](#))

Chronic Absenteeism rates have decreased dramatically across the Fenton schools compared to LAUSD and the state of California. The decrease in chronic absenteeism is likely due to an increase in the in-seat incentives and the increase in Independent Studies across the Fenton schools. The following numbers compare the FCSP Chronic Absenteeism rates prior to the COVID-19 pandemic (2018-2019) with the past two years. Chronic Absenteeism rates are below pre COVID-19 rates.

	Chronic Absenteeism Rate		
	18-19	21-22	22-23
FPC	5.2%	16.8%	2.9%
FACS	8.6%	17%	5%
SMBCCS	7.3%	17.4%	3.2%
STEM	6.8%	16.6%	3.1%
FCLA	10.2%	19.7%	6.3%
<i>LAUSD</i>	<i>13.8%</i>	<i>36.9%</i>	<i>30.8%</i>
<i>State</i>	<i>12.1%</i>	<i>30%</i>	<i>24.9%</i>

III. CONSENT AGENDA ITEMS

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 Chief Executive Officer recommends approval of all consent agenda items.

There are no items scheduled for the Consent Agenda.

IV. ITEMS SCHEDULED FOR ACTION

Item IV.A.



FENTON CHARTER PUBLIC SCHOOLS

October 26, 2023

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/ President

SUBJECT: Recommendation to approve expenditures for items above the spending authority of the Chief Executive Officer

BACKGROUND

The Chief Executive Officer has the authority to approve expenditures up to \$50,000. All expenditures over \$50,000 must be approved by the Board of Directors.

ANALYSIS

The following expenditures exceed the Chief Executive Officer's spending authority, and the Board is asked to review and approve the items.

Auditorium Chairs: \$72,465 (FACS) - Replacement of 192 "Performance Wood Quattro Series" fixed chairs in the auditorium of Fenton Avenue Charter School.

Lakeshore: approximately \$500,000 (FACS) - On June 15, 2023 and August 17, 2023, the Board of Directors approved Lakeshore to redesign classrooms at Fenton Avenue Charter School and Santa Monica Boulevard Community Charter School. This action item seeks approval for FACS to redesign the remaining classrooms using ESSER III funds.

RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures for auditorium chairs and the redesign of classrooms by Lakeshore for Fenton Avenue Charter School at a cost of \$72,465 for the auditorium chairs and \$500,000 for the redesign of classrooms, respectively.

Attachments: [Expenditures Above the Spending Authority of Chief Executive Officer](#) [Item IV.B.](#)



FENTON CHARTER PUBLIC SCHOOLS

October 26, 2023

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/ President

SUBJECT: **Recommendation to approve the Rescission of Fenton Charter Public Schools' COVID-19 Vaccination Requirement**

BACKGROUND

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 also send Charter Schools Division (CSD) evidence of posting. Per CSD's email to charters on December 16, 2021, Fenton was required to post:

- Fenton's current employee vaccine policy
- LAUSD's Policies Approved on December 14, 2021
- Fenton's COVID-19 Safety Plans
- Testing/Case Dashboard Data (even if it is a link to the data from LADPH)

The LAUSD vaccination policy applied 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.).

On February 1, 2023, the Los Angeles City Council Emergency Order ended. On February 28, 2023, California's state of emergency for COVID-19 ended. On March 31, 2023, the Los Angeles County Board of Supervisors ended the County's COVID-19 emergency declarations. On May 11, 2023, the Biden administration ended the Coronavirus Public Health Emergency Declaration. In the same month, the World Health Organization Director General determined that COVID-19 no longer constitutes a public health emergency of international concern.

On September 26, 2023, the LAUSD Board of Education approved the rescission of the LAUSD Vaccination Requirement. LAUSD no longer requires proof of vaccination for new hires, contractors, volunteers, third-party facilities users, and other service providers before they are permitted to provide instructional and other services to schools, students, and offices.

ANALYSIS

This action seeks authorization from the Board of Directors to rescind Fenton's COVID-19 vaccination in alignment with Local Education Agencies throughout the state of California.

RECOMMENDATION

It is recommended that the Board of Directors approve the rescission of Fenton Charter Public Schools' COVID-19 vaccination requirement.

V. [ITEMS SCHEDULED FOR INFORMATION](#)

[Item V.A.](#)



FENTON CHARTER PUBLIC SCHOOLS

October 26, 2023

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: Strategic Planning with Thrive

BACKGROUND

On July 19, 2023, Fenton began work with Nicole Assisi and Shelli Kurth from Thrive to update our [Strategic Plan](#). Our new Strategic Plan will determine our long term (3-5 year) goals and help us develop a roadmap for achieving them. This process requires Thrive staff to interview members of the Fenton family. Thrive is in the process of interviewing eleven (11) Fenton stakeholders. In addition to these interviews, Thrive will engage all staff members in a staff survey, task force discussion groups and site visits. Thrive will be onsite across the Fenton schools to engage our staff, students, parents, and board members in a one hour Focus Group discussion on October 26th and 27th.

Draft Agenda

October 26th

FACS and FPC: (AM) - Exact time will be determined

FCLA and STEM: (PM) - Exact time will be determined

October 27th

SMBCCS: (AM-PM) - Exact time will be determined

FCPS Faculty/Classified; Directors; Instructional Coaches (All Sites) (FCPS) (11:30am)

ANALYSIS

Please see the attached [video](#) and [presentation \(Working Plan\)](#) for more about the work Thrive will be doing with Fenton. In addition to the Task Force, staff will participate in a survey during a site staff meeting prior to the visits in late October.

There are basically three steps.

1. **Individual Interviews** - *Scheduled with selected staff*
2. **Staff Survey** - This will need to take place at a Staff Meeting to ensure it is completed. It shouldn't take more than 10-15 minutes.
3. **Task Force Discussion and Site Visits** - This will take place on **October 26th and 27th**. Here is a rough [schedule](#) for this day. The process is very similar to a WASC visit.

RECOMMENDATION

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

Item V.B.



FENTON CHARTER PUBLIC SCHOOLS

October 26, 2023

TO: Fenton Charter Public Schools
Board of Directors

FROM: Joe Lucente
Chairman of the FCPS Board of Directors

Jason Gonzalez
Chief Operating Officer

SUBJECT: FCPS OPEB Trust and FCPS Investment Update Q3

BACKGROUND

FCPS OPEB Trust:

The *Fenton Charter Public Schools Public School Employee Retirement Healthcare Benefits Trust* (“FCPS OPEB Trust”) was formally established on September 17, 2015. Irene Sumida was named as the “Grantor,” and along with Joe Lucente, an “Initial Co-Trustee”. The trust was established “...solely for the benefit of one or more specified public employee retirement healthcare benefits plans sponsored and provided to qualified public school employees and beneficiaries by Fenton Charter Public Schools, a California nonprofit public benefit corporation...” As an irrevocable trust, there are specific guidelines and regulations pertaining to the *exclusive* use of any funds.

- Funds may be used to pay for the health benefits of qualified retirees
- Funds may be used to pay for actuarial services related to the trust
- Funds may be used for expenses for legal services and audits related to the trust

The FCPS OPEB Trust account was opened at the East West Bank and an investment portfolio created on March 28, 2016. The portfolio was transferred to Cathay Wealth Management on October 30, 2017.

FCPS Investment Account:

On March 24, 2011, the Board of Directors of the Fenton Primary Center (“FPC”) amended the FPC Articles of Incorporation to rename the nonprofit public benefit corporation [501(c)(3)] the *Fenton Charter Public Schools* (“FCPS”). With the name change and subsequent “Agreement of Merger” between Fenton Avenue Charter School and the Fenton Charter Public Schools, the renamed entity became a charter management organization (CMO), adding flexibility and new possibilities for growth and expansion to what was originally a single, year-round, multi-track conversion charter school. Santa Monica Boulevard Community Charter School was divested to the organization by LAUSD in May 2012, and Fenton STEM Academy and Fenton Charter Leadership Academy (originally Fenton Academy for Social and Emotional Learning) were opened by FCPS in August 2015.

With the flexibility 501(c)(3) status allows and the growth of the organization to five schools, the Board of Directors approved the opening of an investment account for the Fenton Charter Public Schools at the October 19, 2017 regular board meeting. \$1.5 million was approved as the initial investment, and an additional \$4.5M (\$1,000,000 from FACS; \$500,000 from FPC; and \$3,000,000 from SMBCCS) was approved for investment at the January 27, 2022 board meeting.

ANALYSIS

The President of the Trust, Walter Wallace, and Secretary of the Trust, Joe Lucente, will provide an update on the OPEB Trust, and FCPS Chief Operating Officer, Jason Gonzalez, will share an update on the FCPS Investment Account.

RECOMMENDATION

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

Attachment: [*OPEB Trust Investment Account - Updated Performance*](#)

[**Item V.C.**](#)



FENTON CHARTER PUBLIC SCHOOLS

October 26, 2023

TO: Fenton Charter Public Schools
Board of Directors

FROM: David Riddick
Chief Executive Officer/President

SUBJECT: LCAP Update and Instructional Report

BACKGROUND

As per Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans, and funded by a variety of other fund sources, when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

ANALYSIS

The following is a detailed analysis of LCAP assessment data through a variety of lenses as reported for FY2023.

[LCAP Metric Data](#); [LCAP Combo Data](#); [CAASPP Data](#).

[LCAP Documents Board Approved - June 15, 2023](#)

FCPS CAASPP and i-Ready Status and Growth Comparison (FY22 and FY23)

The following is a comparison of the growth and academic status gains made by the Fenton Charter Public Schools. All schools have met the Typical Growth Target rate of 50% and are showing gains in ELA and Mathematics. The following charts compare the “growth” of students as well as their “status”. The California Dashboard measures both and is a key indicator for the renewal of the charter petitions. We anticipate California Dashboard measures will be made available in December.

ELA:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 12, 2023, we are seeing growth in ELA as well as Mathematics. We are seeing significant increases in the number of students that have met or exceeded grade level standards in ELA at FACS, SMBCCS.

ELA	GROWTH		STATUS			
	i-Ready % Typical Growth Met		i-Ready % Met		CAASPP % Met	
	21-22	22-23	21-22	22-23	21-22	22-23
FPC	49	61	57	64	-	-
FACS	61	60	41	50	42	47
SMBCCS	56	56	36	40	33	38
STEM	55	64	46	48	49	48
FCLA	57	52	48	51	47	43
LAUSD	-	-	-	-	42	41
State	50	50	48	50	47	47

Final Scores for 2022-2023.

Math:

Growth: It appears that all Fenton schools will meet the Typical Growth Target Rate of 50%. At this time, we are unable to measure the growth of students using the CAASPP Distance From Standard Metric.

Status: The academic “status” of the schools is measured internally by “i-Ready” and externally by the results of “CAASPP”. As of June 12, 2023, it appears that all Fenton schools will show growth in Mathematics.

	GROWTH		STATUS			
Math	i-Ready % Typical Growth Met		i-Ready % Met		CAASPP % Met	
	21-22	22-23	21-22	22-23	21-22	22-23
FPC	48	58	38	50	-	-
FACS	61	60	42	48	32	35
SMBCCS	58	53	36	37	27	35
STEM	59	66	46	52	40	44
FCLA	52	58	39	45	29	31
LAUSD	-	-	-	-	29	31
State	50	50	43	44	33	35

Final Scores for 2022-2023.

i-Ready Beginning of Year (BOY) Status Comparison (FY22 through FY24)

The following is a comparison of the beginning of year status of students that have met or exceeded grade level standards over the past three years. Interpretations of this data should be taken with caution as the data only measures beginning of year trends. However, we do see positive trends of student achievement in both ELA and Mathematics.

	STATUS		
ELA	i-Ready (BOY) % Met		
	21-22	22-23	23-24
FPC	15	16	21
FACS	18	25	26
SMBCCS	12	14	15
STEM	20	20	24

FCLA	20	23	21
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	STATUS		
Math	i-Ready (BOY) % Met		
	21-22	22-23	23-24
FPC	5	6	6
FACS	5	11	14
SMBCCS	5	8	7
STEM	9	10	15
FCLA	10	13	9

Chronic Absenteeism

Chronic Absenteeism rates have decreased dramatically across the Fenton schools compared to LAUSD and the state of California. The decrease in chronic absenteeism is likely due to an increase in the in-seat incentives and the increase in Independent Studies across the Fenton schools. The following numbers compare the FCSP Chronic Absenteeism rates prior to the COVID-19 pandemic (2018-2019) with the past two years. Chronic Absenteeism rates are below pre COVID-19 rates.

	Chronic Absenteeism Rate		
	18-19	21-22	22-23
FPC	5.2%	16.8%	2.9%
FACS	8.6%	17%	5%
SMBCCS	7.3%	17.4%	3.2%
STEM	6.8%	16.6%	3.1%
FCLA	10.2%	19.7%	6.3%
LAUSD	13.8%	36.9%	30.8%
State	12.1%	30%	24.9%

The following are a variety of changes to the state’s accountability system for FY2024.

- Revising the template for the LCAP to require a summary of the stakeholder engagement process, including stakeholders at schools generating Local Control Funding Formula Equity Multiplier funding.
- Specific actions to address lowest performing subgroups.
- Providing focused goals for schools receiving equity multiplier funding.

- Maintains the establishment of equity leads in the statewide system of support.
- A mid-year update on the local control and accountability plan on the progress at a public meeting.
- Providing information about the technical assistance it receives on LCAP.
- Allocating \$148,000, beginning in 2023-24, for the maintenance and support of the Local Control Accountability Plan Electronic Template System for reporting purposes.

RECOMMENDATION

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

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material:

- 1.) Sufficiency Ltr_Monsenor Oscar Romero Charter MS (1).pdf
- 4a.) BCCS 23-24 EL Master Plan Certification_Signed (1).pdf
- 4b.) BCCHS 23-24 EL Master Plan Cert_Signed (1).pdf
- 4c.) MORCS 23-24 EL Master Plan Certification_Signed (1).pdf
- 5a.) BCCS 23-24 Compliance Monitoring_Principal (1).pdf
- 5b.) BCCHS 23-24 Compliance Monitoring Cert_Principal (1).pdf
- 5c.) MORCS 23-24 Compliance Monitoring_Principal (1).pdf
- 3.) 10_30_23 YPICS Bylaws Sole Member Removed (1).pdf



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

October 3, 2023

*Via First Class Mail and E-mail:
mrzepeda@romerocharter.org*

Debra Duardo
Superintendent

Los Angeles County
Board of Education

Yvonne Chan
President

Stanley L. Johnson, Jr.
Vice President

James Cross

Andrea Foggy-Paxton

Betty Forrester

Theresa Montaña

Monte E. Perez

Ms. Mary G. Keipp
Chair of the Board
Mr. Freddy Zepeda
Chief Executive Officer
Monseñor Oscar Romero Charter Middle School
2670 West 11th Street
Los Angeles, CA 90006

Notice of Sufficiency of Instructional Materials for: Monseñor Oscar Romero Charter Middle School

Dear Chair of the Board Keipp and Chief Executive Officer Zepeda:

California Education Code 1240 requires county superintendents to visit Williams-monitored schools to determine if there are sufficient standards-aligned instructional materials in specified areas.

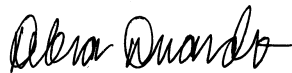
“Sufficient” textbooks or instructional materials is defined as each pupil, including English Learners, having a standards-aligned local board approved textbook or instructional materials, or both, to use in class and to take home for each course in the following areas: mathematics, science, history-social science, English language arts, including the English language development component of an adopted program and the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12. This provision does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format if each pupil, at a minimum, has and can access the same materials in the class and at home, as all other pupils in the same class or course in the school district and can use and access them at home.

The Los Angeles County Office of Education (LACOE) acknowledges your Local Education Agency’s administrators and the school site staff for ensuring that all students have access to instructional materials. An Instructional Materials review team from LACOE visited Monseñor Oscar Romero Charter Middle School, on September 28, 2023. This letter is to inform you that LACOE determined a sufficiency of instructional materials exists in each of the specified classes visited during the review.

Ms. Mary G. Keipp, Chair of the Board
Mr. Freddy Zepeda, Chief Executive Officer
Monsenor Oscar Romero Charter Middle School
2670 West 11th Street
Los Angeles, CA 90006
October 3, 2023
Page 2

Visiting the school site was a positive experience, we appreciate the hospitality and support of the staff that assisted throughout this year's review process. Thank you for your continued support of all students.

Sincerely,



Debra Duardo, M.S.W., Ed.D.
Superintendent

DD/FJ:ct

c: Zonz Ovattara, Principal, Monseñor Oscar Romero Charter Middle School
Alberto M. Carvalho, Superintendent, Los Angeles Unified School District
Ruben Valles, Chief Academic Officer, LACOE
Dina Wilson, Director III, Accountability, Support and Monitoring (ASM), LACOE
Astrid Gonzalez, Director I, ASM, LACOE

MASTER PLAN FOR ENGLISH LEARNERS CERTIFICATION FORM 2023-2024

DUE: FRIDAY, OCTOBER 27, 2023

LAUSD LOC. CODE
8054

CHARTER SCHOOL NAME:
BERT CORONA CHARTER SCHOOL

The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students in the attached revised plan and has also address the questions below. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

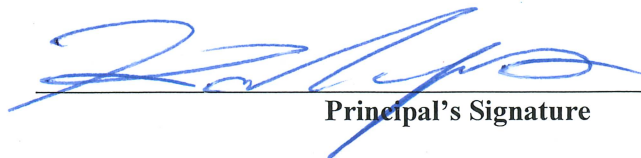
See attached the current Master Plan for English Learners

OR

Our school was using the LAUSD Master Plan for English Learners and Standard English Learners, in the meantime, please see attached responses addressing questions 1-6.

DR. KEVIN MYERS

Charter School Principal's Name :


Principal's Signature

10/21/23

Date

**Certification and Plan is to be uploaded to Drop Box provided
by the Charter Schools Division**

MASTER PLAN FOR ENGLISH LEARNERS RESPONSES TO QUESTIONS 1 - 6

LAUSD LOC. CODE

8054

CHARTER SCHOOL NAME:

BERT CORONA CHARTER SCHOOL

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Certification and Plan is to be uploaded to Drop Box provided
by the Charter Schools Division

MASTER PLAN FOR ENGLISH LEARNERS CERTIFICATION FORM 2023-2024

DUE: FRIDAY, OCTOBER 27, 2023

LAUSD LOC. CODE

7598

CHARTER SCHOOL NAME:

BERT CORONA CHARTER HIGH SCHOOL

The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students in the attached revised plan and has also address the questions below. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.



See attached the current Master Plan for English Learners

OR



Our school was using the LAUSD Master Plan for English Learners and Standard English Learners, in the meantime, please see attached responses addressing questions 1-6.

RUBEN DUEÑAS

Charter School Principal's Name :



Principal's Signature

10/21/23

Date

**Certification and Plan is to be uploaded to Drop Box provided
by the Charter Schools Division**

MASTER PLAN FOR ENGLISH LEARNERS RESPONSES TO QUESTIONS 1 - 6

LAUSD LOC. CODE
7598

CHARTER SCHOOL NAME:
BERT CORONA CHARTER HIGH SCHOOL

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
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6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Certification and Plan is to be uploaded to Drop Box provided
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MASTER PLAN FOR ENGLISH LEARNERS CERTIFICATION FORM 2023-2024

DUE: FRIDAY, OCTOBER 27, 2023

LAUSD LOC. CODE
8196

CHARTER SCHOOL NAME:
MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students in the attached revised plan and has also address the questions below. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

See attached the current Master Plan for English Learners

OR

Our school was using the LAUSD Master Plan for English Learners and Standard English Learners, in the meantime, please see attached responses addressing questions 1-6.

FREDDY ZEPEDA

Charter School Principal's Name :



Principal's Signature

10/21/23

Date

**Certification and Plan is to be uploaded to Drop Box provided
by the Charter Schools Division**

MASTER PLAN FOR ENGLISH LEARNERS RESPONSES TO QUESTIONS 1 - 6

LAUSD LOC. CODE

8196

CHARTER SCHOOL NAME:

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
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6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Certification and Plan is to be uploaded to Drop Box provided
by the Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: BERT CORONA CHARTER SCHOOL

Board President Name: MARY KIEPP

Charter Management Organization: YPICS

LAUSD Loc. Code: 8054

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

Note: Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.	N/A		
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school’s occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<p>and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/</p>	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	<p>Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	<p>Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school’s established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District’s policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school’s online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school’s adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state’s annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority’s questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

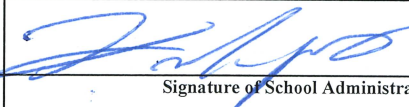
(By Friday, November 3, 2023)

The undersigned hereby certifies that, on October 19 2023 the School Administrator of _____
Date(s)

BERT CORONA CHARTER SCHOOL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

DR. KEVIN MYERS		10/19/23
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on _____, the Governing Board of _____
Date(s)

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: BERT CORONA CHARTER HIGH SCHOOL

Board President Name: MARY KIEPP

Charter Management Organization: YPICS

LAUSD Loc. Code: 7598

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

Note: Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215 	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.			
Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meeting with local district site principal for additional information and questions.				
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school’s occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school’s established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District’s policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school’s online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


(By Friday, November 3, 2023)

The undersigned hereby certifies that, on October 19, 2023 the School Administrator of _____
Date(s)

BERT CORONA CHARTER HIGH SCHOOL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

RUBEN DUEÑAS		10/19/23
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on _____, the Governing Board of _____
Date(s)

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Board President Name: MARY KIEPP

Charter Management Organization: YPICS

LAUSD Loc. Code: 8196

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

Note: Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.		
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school’s occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school’s established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District’s policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school’s online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


(By Friday, November 3, 2023)

The undersigned hereby certifies that, on October 19, 2023 the School Administrator of _____
Date(s)

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

FREDDY ZEPEDA		10/19/23
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on _____, the Governing Board of _____
Date(s)

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

BYLAWS

YPI CHARTER SCHOOLS, INC.

A California Nonprofit Public Benefit Corporation

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of California as the Board of Trustees (herein called the “Board”) shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II. TRUSTEES

Section 1. Powers. Subject to the limitations of the Articles of Incorporation and of the California Nonprofit Public Benefit Corporation Law, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. References to the “Board of Trustees” and “Trustees” shall mean the “Board of Directors” and the “Directors”, respectively, for purposes of California law. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix the compensation of non-Trustee officers, agents, and employees, and require from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities therefore.

Section 2. Number of Trustees. The authorized number of trustees shall consist of no less than three (3) and no more than twenty-five (25) trustees. The specific number shall be determined by the trustees from time to time. No reduction of the authorized number of trustees shall have the effect of shortening the term of any incumbent trustee. All trustees, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Trustees.

Section 3. Corporation without Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

Section 4. Terms. Each trustee shall hold office unless otherwise removed from office in accordance with these bylaws for a term of two (2) years and until a successor has been elected and qualified.

Section 5. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be designated before such time, to take office when the resignation becomes effective.

Section 6. Removal. Any trustee, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation (“Brown Act”). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a trustee shall be filled as provided in Section 7.

Section 7. Vacancies Filled by Board. Vacancies on the Board of Trustees, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Board, or (b) a sole remaining trustee. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 8. Interested Trustees. Interested persons will not serve as a trustee. An “interested person” is (1) any person being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person.

Section 9. Place of Meeting. Regular or special meetings of the Board shall be

conducted within the jurisdictional boundaries of LAUSD. A two-way teleconference location shall be established at each schoolsite.

Section 10. Regular Meetings. Regular meetings of the Board shall be held on such dates and at such times as may be fixed by the Board. The agenda of the regular meeting shall adhere to the Brown Act.

Section 11. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President, the Secretary, or a majority of the trustees, with at least 24 hours advance notice of the meeting. The agenda of the special meeting shall also be posted at least 24 hours in advance and shall specify the time, location and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting and the agenda shall be posted in a location that is freely accessible to members of the public.

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each trustee, or sent to each trustee by first-class mail or by other form of written or electronic communication at least twenty-four (24) hours before the meeting if personal delivery is made or if an electronic medium is used, and at least four (4) days before the meeting if the mail is used. Such notice may be written or (if delivered by telephone or personally) oral. Written notice shall be addressed or delivered to each trustee at his or her address as it is shown upon the records of the corporation, or as may have been given to the corporation by the trustee for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the trustees are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 12. Waiver of Notice. Notice of a meeting need not be given to any trustee who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such trustee. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 13. Quorum. A majority of trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote of the trustees in attendance, based upon the presence of a quorum. Should there be less than a majority of the trustees present at the inception of any meeting, the meeting shall be adjourned. Trustees may

not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 14. Voting on Special Matters. Notwithstanding any other provision of these Bylaws, an affirmative vote by no less than 3/4 of the trustees then in office shall be required to act upon the following matters:

- (a) Amending the Bylaws or Articles of Incorporation;
- (b) Establishing or changing the number of Trustees;
- (c) Adopting, revising or amending any mission statement of the corporation.

Section 15. Participation in Meetings by Conference Telephone. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

¹ This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 16. Adjournment. A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees' meeting to another time and place. Notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the trustees who were not present at the time of adjournment, and to the public in the manner prescribed by the Brown Act.

Section 17. Rights of Inspection. Every trustee shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 18. Committees. The Board may designate and appoint one or more committees, each consisting of two (2) or more trustees and no one who is not a trustee, to serve at the pleasure of the Board. The Board of Trustees may delegate to such committees any of the authority of the Board except with respect to:

- (a) The filling of vacancies on the Board or in any committee;
- (b) The amendment or repeal of bylaws or the adoption of new bylaws;
- (c) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (d) The appointment of committees of the Board or the members thereof.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and such committee may be designated by any name the Board shall specify. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 19. Nominating Committee. The Nominating Committee shall be composed of the members of the Executive Committee and any other persons appointed by the Executive Committee to serve on the Nominating Committee, and the President shall chair the Nominating Committee. Prior to the meeting of the Board at which trustees and officers are to be elected, the chair of the nominating committee shall solicit suggestions from interested parties for candidates

to stand for election as trustees and officers of the corporation. The chair of the Nominating Committee shall then prepare a slate of nominees which shall be mailed to the trustees at least thirty (30) days before the date of the meeting at which the election shall be held. Additional nominees shall be added to the slate if a nominee is sponsored by more than seven (7) of the trustees not less than ten (10) days before the meeting.

Section 20. Compensation. Trustees and members of committees shall not receive any compensation for their services but, by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at any regular or special meeting of the Board.

ARTICLE III. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a President, a Vice President, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that the Secretary or Treasurer may not serve concurrently as the President or Chairman of the Board.

Section 2. Permitted Officers. The Board may choose a Chairman of the Board, one or more additional Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. President. Subject to the control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time. If the corporation has no Chairman of the Board, then the President shall preside at all meetings of the Board. The President shall hold office for a term of two (2) years and until a successor has been elected and qualified. A President may succeed himself in office.

Section 6. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all

meetings of the Board and its committees. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the trustees present at Board of Trustees and committee meetings; and the vote or abstention of each Board member present for each action taken. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 7. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the trustees of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the trustees, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

ARTICLE IV. INDEMNIFICATION

The corporation shall have the power to indemnify trustees, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded.

ARTICLE V. REPORTS

The corporation shall furnish to all of the trustees annually a report containing the following information in reasonable detail:

1. The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.
2. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.
3. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.
4. The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.

5. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

ARTICLE VI. NONDISCRIMINATION POLICY

All schools operated by the corporation admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. They do not discriminate on the basis of race, color, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE VII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the trustees and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairman of the Board, the President, or any Vice President and the Secretary or Treasurer or any Assistant Secretary or Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII. CONTRACTS WITH TRUSTEES

Section 1. Contracts with Trustees. The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's trustees are trustees and have a material financial interest).

ARTICLE IX. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. Contracts with Non-Trustee Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE X. BYLAW AMENDMENTS

Section 1. Bylaw Amendments. The Board of Trustees may adopt, amend or repeal any of these bylaws by a majority vote of the trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am duly elected and acting Secretary of YPI Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 9 pages, are the bylaws of this corporation as amended on 10/30/2023.

Executed on _____, _____ at Los Angeles, California.

Sandra Mendoza, Secretary

Coversheet

FY22-23 YPICS Unaudited Actuals Reports

Section: V. Items Scheduled For Action
Item: A. FY22-23 YPICS Unaudited Actuals Reports
Purpose: Vote
Submitted by:
Related Material: 19-64733-0106872 BCCS UAR Form 62.pdf
19-64733-0132126 BCHS UAR Form 62.pdf
19-64733-0114959 MORCS UAR Form 62.pdf

Bert Corona Charter
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0106872
Form 62
D8A9ZKWRD(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,005,725.00	4,585,887.54	14.5%
2) Federal Revenue		8100-8299	1,223,729.06	1,447,874.63	18.3%
3) Other State Revenue		8300-8599	1,548,423.26	1,331,900.06	-14.0%
4) Other Local Revenue		8600-8799	367,508.41	426,218.89	16.0%
5) TOTAL, REVENUES			7,145,385.73	7,791,881.12	9.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,882,882.44	2,290,161.80	21.6%
2) Classified Salaries		2000-2999	900,342.65	1,087,410.48	20.8%
3) Employee Benefits		3000-3999	870,041.67	1,001,455.91	15.1%
4) Books and Supplies		4000-4999	865,254.11	864,134.75	-0.1%
5) Services and Other Operating Expenses		5000-5999	2,459,680.95	2,343,324.42	-4.7%
6) Depreciation and Amortization		6000-6999	94,050.31	80,246.06	-14.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			7,072,252.13	7,666,733.42	8.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			73,133.60	125,147.70	71.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			73,133.60	125,147.70	71.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,050,477.87	3,315,596.47	8.7%
b) Audit Adjustments		9793	191,985.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			3,242,462.87	3,315,596.47	2.3%
d) Other Restatements		9795	0.00	209,258.50	New
e) Adjusted Beginning Net Position (F1c + F1d)			3,242,462.87	3,524,854.97	8.7%
2) Ending Net Position, June 30 (E + F1e)			3,315,596.47	3,650,002.67	10.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	510,250.99	209,258.50	-59.0%
b) Restricted Net Position		9797	181,435.46	205,981.66	13.5%
c) Unrestricted Net Position		9790	2,623,910.02	3,234,762.51	23.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	3,280,771.95		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	1,798,923.13		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	55,333.45		
8) Other Current Assets		9340	106,392.71		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	510,337.07		

Bert Corona Charter
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0106872
Form 62
D8A9ZKWRD(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	(275,402.93)		
d) Buildings		9430	1,560,806.75		
e) Accumulated Depreciation - Buildings		9435	(1,454,225.44)		
f) Equipment		9440	1,252,729.73		
g) Accumulated Depreciation - Equipment		9445	(1,083,994.19)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	2,140,476.00		
j) Accumulated Amortization-Lease Assets		9465	(115,650.94)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			7,776,497.29		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	857,173.47		
2) Due to Grantor Governments		9590	524,663.14		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	1,004,595.86		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	29,435.08		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	2,045,033.26		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			4,460,900.81		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(must agree with line F2) (G11 + H2) - (I7 + J2)			3,315,596.48		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,671,990.00	2,727,430.76	2.1%
Education Protection Account State Aid - Current Year		8012	256,128.00	778,227.41	203.8%
State Aid - Prior Years		8019	(31,445.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,109,052.00	1,080,229.37	-2.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,005,725.00	4,585,887.54	14.5%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	349,586.37	352,167.03	0.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	79,987.00	79,560.21	-0.5%
Title I, Part A, Basic	3010	8290	130,052.00	131,172.00	0.9%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	15,480.00	16,901.00	9.2%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	13,791.08	12,469.60	-9.6%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Bert Corona Charter
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0106872
Form 62
D8A9ZKWRD(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,200.00	10,000.00	-2.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	624,632.61	845,604.79	35.4%
TOTAL, FEDERAL REVENUE			1,223,729.06	1,447,874.63	18.3%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	131,154.31	137,403.76	4.8%
Mandated Costs Reimbursements		8550	5,699.00	6,098.16	7.0%
Lottery - Unrestricted and Instructional Materials		8560	103,214.50	77,081.88	-25.3%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.0%
Charter School Facility Grant	6030	8590	338,161.02	279,541.50	-17.3%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	766,711.59	628,291.92	-18.1%
TOTAL, OTHER STATE REVENUE			1,548,423.26	1,331,900.06	-14.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	781.72	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	452,631.75	348,318.89	-23.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	(85,905.06)	77,900.00	-190.7%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			367,508.41	426,218.89	16.0%
TOTAL, REVENUES			7,145,385.73	7,791,881.12	9.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,511,361.34	1,800,493.60	19.1%
Certificated Pupil Support Salaries		1200	99,772.08	188,708.39	89.1%
Certificated Supervisors' and Administrators' Salaries		1300	271,749.02	300,959.81	10.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,882,882.44	2,290,161.80	21.6%

Bert Corona Charter
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0106872
Form 62
D8A9ZKWRD(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	312,852.60	381,452.05	21.9%
Classified Support Salaries		2200	55,853.73	91,639.67	64.1%
Classified Supervisors' and Administrators' Salaries		2300	46,621.74	38,904.96	-16.6%
Clerical, Technical and Office Salaries		2400	449,044.98	512,466.15	14.1%
Other Classified Salaries		2900	35,969.60	62,947.65	75.0%
TOTAL, CLASSIFIED SALARIES			900,342.65	1,087,410.48	20.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	357,786.99	437,420.90	22.3%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	95,256.68	116,394.27	22.2%
Health and Welfare Benefits		3401-3402	370,205.34	435,077.83	17.5%
Unemployment Insurance		3501-3502	12,513.16	1,688.80	-86.5%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	34,279.50	10,874.11	-68.3%
TOTAL, EMPLOYEE BENEFITS			870,041.67	1,001,455.91	15.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	108,025.52	77,856.25	-27.9%
Books and Other Reference Materials		4200	4,468.82	18,500.00	314.0%
Materials and Supplies		4300	208,846.99	245,347.95	17.5%
Noncapitalized Equipment		4400	157,717.18	150,500.00	-4.6%
Food		4700	386,195.60	371,930.55	-3.7%
TOTAL, BOOKS AND SUPPLIES			865,254.11	864,134.75	-0.1%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	34,213.64	15,299.00	-55.3%
Dues and Memberships		5300	11,825.50	10,933.40	-7.5%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	164,056.14	192,954.00	17.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	342,499.90	382,265.00	11.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,819,886.74	1,660,596.10	-8.8%
Communications		5900	87,199.03	81,276.92	-6.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,459,680.95	2,343,324.42	-4.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	94,050.31	80,246.06	-14.7%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			94,050.31	80,246.06	-14.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			7,072,252.13	7,666,733.42	8.4%

Bert Corona Charter
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0106872
 Form 62
 D8A9ZKWRRD(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Bert Corona Charter
Los Angeles Unified
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Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Function

19 64733 0106872
Form 62
D8A9ZKWRD(2022-23)

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,005,725.00	4,585,887.54	14.5%
2) Federal Revenue		8100-8299	1,223,729.06	1,447,874.63	18.3%
3) Other State Revenue		8300-8599	1,548,423.26	1,331,900.06	-14.0%
4) Other Local Revenue		8600-8799	367,508.41	426,218.89	16.0%
5) TOTAL, REVENUES			7,145,385.73	7,791,881.12	9.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		3,177,507.13	3,490,892.18	9.9%
2) Instruction - Related Services	2000-2999		2,194,147.55	2,364,141.68	7.7%
3) Pupil Services	3000-3999		747,422.50	831,923.60	11.3%
4) Ancillary Services	4000-4999		7,642.88	13,500.00	76.6%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		500,988.24	477,065.32	-4.8%
8) Plant Services	8000-8999		444,543.83	489,210.64	10.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			7,072,252.13	7,666,733.42	8.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			73,133.60	125,147.70	71.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			73,133.60	125,147.70	71.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,050,477.87	3,315,596.47	8.7%
b) Audit Adjustments		9793	191,985.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			3,242,462.87	3,315,596.47	2.3%
d) Other Restatements		9795	0.00	209,258.50	New
e) Adjusted Beginning Net Position (F1c + F1d)			3,242,462.87	3,524,854.97	8.7%
2) Ending Net Position, June 30 (E + F1e)			3,315,596.47	3,650,002.67	10.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	510,250.99	209,258.50	-59.0%
b) Restricted Net Position		9797	181,435.46	205,981.66	13.5%
c) Unrestricted Net Position		9790	2,623,910.02	3,234,762.51	23.3%

Bert Corona Charter
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Unaudited Actuals
Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 0106872
 Form 62
 D8A9ZKWRD(2022-23)

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	181,435.46	205,981.66
Total, Restricted Net Position		181,435.46	205,981.66

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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0132126
 Form 62
 D8AFJG1JND(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,844,385.00	3,340,676.69	17.4%
2) Federal Revenue		8100-8299	800,807.47	566,076.59	-29.3%
3) Other State Revenue		8300-8599	303,265.45	788,120.86	159.9%
4) Other Local Revenue		8600-8799	304,177.94	246,789.97	-18.9%
5) TOTAL, REVENUES			4,252,635.86	4,941,664.11	16.2%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,417,640.78	1,634,020.29	15.3%
2) Classified Salaries		2000-2999	554,770.13	805,110.28	45.1%
3) Employee Benefits		3000-3999	637,399.36	805,747.33	26.4%
4) Books and Supplies		4000-4999	381,288.60	359,556.36	-5.7%
5) Services and Other Operating Expenses		5000-5999	1,210,932.38	1,241,917.30	2.6%
6) Depreciation and Amortization		6000-6999	44,290.95	39,111.39	-11.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,246,322.20	4,885,462.95	15.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,313.66	56,201.16	790.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			6,313.66	56,201.16	790.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	339,305.03	604,225.06	78.1%
b) Audit Adjustments		9793	258,606.37	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			597,911.40	604,225.06	1.1%
d) Other Restatements		9795	0.00	(18,317.84)	New
e) Adjusted Beginning Net Position (F1c + F1d)			597,911.40	585,907.22	-2.0%
2) Ending Net Position, June 30 (E + F1e)			604,225.06	642,108.38	6.3%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	67,285.51	9,250.53	-86.3%
b) Restricted Net Position		9797	16,025.65	36,774.89	129.5%
c) Unrestricted Net Position		9790	520,913.90	596,082.96	14.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	951,935.88		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	745,980.73		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	39,875.98		
8) Other Current Assets		9340	403.61		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

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Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	356,664.00		
g) Accumulated Depreciation - Equipment		9445	(289,378.49)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			1,805,481.71		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	375,265.88		
2) Due to Grantor Governments		9590	134,747.55		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	(.33)		
5) Unearned Revenue		9650	664,468.54		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	26,775.01		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			1,201,256.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(must agree with line F2) (G11 + H2) - (I7 + J2)			604,225.06		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,175,158.00	2,650,636.86	21.9%
Education Protection Account State Aid - Current Year		8012	36,100.00	39,192.00	8.6%
State Aid - Prior Years		8019	(64,113.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	697,240.00	650,847.83	-6.7%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,844,385.00	3,340,676.69	17.4%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	139,487.76	135,128.08	-3.1%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	51,304.00	47,935.74	-6.6%
Title I, Part A, Basic	3010	8290	75,110.00	75,757.00	0.9%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	9,180.00	8,815.00	-4.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	5,490.89	4,804.80	-12.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Bert Corona Charter High
 Los Angeles Unified
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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0132126
 Form 62
 D8AFJG1JND(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	510,234.82	283,635.97	-44.4%
TOTAL, FEDERAL REVENUE			800,807.47	566,076.59	-29.3%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	56,072.66	47,079.62	-16.0%
Mandated Costs Reimbursements		8550	8,476.00	9,958.29	17.5%
Lottery - Unrestricted and Instructional Materials		8560	57,683.10	46,442.52	-19.5%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	181,033.69	684,640.43	278.2%
TOTAL, OTHER STATE REVENUE			303,265.45	788,120.86	159.9%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	263,412.98	216,789.97	-17.7%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	40,764.96	30,000.00	-26.4%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			304,177.94	246,789.97	-18.9%
TOTAL, REVENUES			4,252,635.86	4,941,664.11	16.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,204,089.19	1,327,299.73	10.2%
Certificated Pupil Support Salaries		1200	143,242.84	170,021.33	18.7%
Certificated Supervisors' and Administrators' Salaries		1300	70,308.75	136,699.23	94.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,417,640.78	1,634,020.29	15.3%

Bert Corona Charter High
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Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0132126
Form 62
D8AFJG1JND(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	90,963.82	259,095.20	184.8%
Classified Support Salaries		2200	0.00	19,541.50	New
Classified Supervisors' and Administrators' Salaries		2300	134,017.03	136,806.08	2.1%
Clerical, Technical and Office Salaries		2400	280,329.02	342,371.81	22.1%
Other Classified Salaries		2900	49,460.26	47,295.69	-4.4%
TOTAL, CLASSIFIED SALARIES			554,770.13	805,110.28	45.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	259,476.90	312,097.88	20.3%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	63,655.60	85,284.22	34.0%
Health and Welfare Benefits		3401-3402	303,954.44	399,094.57	31.3%
Unemployment Insurance		3501-3502	8,629.82	1,219.56	-85.9%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,682.60	8,051.10	378.5%
TOTAL, EMPLOYEE BENEFITS			637,399.36	805,747.33	26.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	10,437.61	55,900.00	435.6%
Books and Other Reference Materials		4200	7,204.15	10,500.00	45.7%
Materials and Supplies		4300	116,275.42	93,572.00	-19.5%
Noncapitalized Equipment		4400	89,289.30	62,750.00	-29.7%
Food		4700	158,082.12	136,834.36	-13.4%
TOTAL, BOOKS AND SUPPLIES			381,288.60	359,556.36	-5.7%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	19,263.59	5,549.00	-71.2%
Dues and Memberships		5300	9,156.70	8,571.29	-6.4%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,777.80	3,200.00	15.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	196,541.79	244,700.00	24.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	952,792.21	949,162.10	-0.4%
Communications		5900	30,400.29	30,734.91	1.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,210,932.38	1,241,917.30	2.6%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	44,290.95	39,111.39	-11.7%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			44,290.95	39,111.39	-11.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			4,246,322.20	4,885,462.95	15.1%

Bert Corona Charter High
 Los Angeles Unified
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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0132126
 Form 62
 D8AFJG1JND(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Bert Corona Charter High
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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Function

19 64733 0132126
 Form 62
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Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,844,385.00	3,340,676.69	17.4%
2) Federal Revenue		8100-8299	800,807.47	566,076.59	-29.3%
3) Other State Revenue		8300-8599	303,265.45	788,120.86	159.9%
4) Other Local Revenue		8600-8799	304,177.94	246,789.97	-18.9%
5) TOTAL, REVENUES			4,252,635.86	4,941,664.11	16.2%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		2,066,951.26	2,464,630.96	19.2%
2) Instruction - Related Services	2000-2999		1,271,810.19	1,419,826.38	11.6%
3) Pupil Services	3000-3999		442,692.88	466,542.19	5.4%
4) Ancillary Services	4000-4999		2,671.67	2,500.00	-6.4%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		268,490.65	291,443.90	8.5%
8) Plant Services	8000-8999		193,705.55	240,519.52	24.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			4,246,322.20	4,885,462.95	15.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,313.66	56,201.16	790.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			6,313.66	56,201.16	790.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	339,305.03	604,225.06	78.1%
b) Audit Adjustments		9793	258,606.37	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			597,911.40	604,225.06	1.1%
d) Other Restatements		9795	0.00	(18,317.84)	New
e) Adjusted Beginning Net Position (F1c + F1d)			597,911.40	585,907.22	-2.0%
2) Ending Net Position, June 30 (E + F1e)			604,225.06	642,108.38	6.3%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	67,285.51	9,250.53	-86.3%
b) Restricted Net Position		9797	16,025.65	36,774.89	129.5%
c) Unrestricted Net Position		9790	520,913.90	596,082.96	14.4%

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 0132126
 Form 62
 D8AFJG1JND(2022-23)

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	16,025.65	36,774.89
Total, Restricted Net Position		16,025.65	36,774.89

Monsenor Oscar Romero Charter Middle
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0114959
Form 62
D8A68HWS17(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,360,632.00	4,022,475.61	19.7%
2) Federal Revenue		8100-8299	1,090,004.42	1,552,032.46	42.4%
3) Other State Revenue		8300-8599	1,629,996.98	911,076.72	-44.1%
4) Other Local Revenue		8600-8799	404,004.94	265,469.20	-34.3%
5) TOTAL, REVENUES			6,484,638.34	6,751,053.99	4.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,605,293.09	2,222,794.05	38.5%
2) Classified Salaries		2000-2999	774,511.65	903,811.36	16.7%
3) Employee Benefits		3000-3999	710,559.99	830,995.50	16.9%
4) Books and Supplies		4000-4999	628,997.77	653,272.26	3.9%
5) Services and Other Operating Expenses		5000-5999	1,869,870.57	1,817,346.48	-2.8%
6) Depreciation and Amortization		6000-6999	801,482.28	781,036.97	-2.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	144,918.70	145,164.54	0.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,535,634.05	7,354,421.16	12.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(50,995.71)	(603,367.17)	1,083.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(50,995.71)	(603,367.17)	1,083.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	22,056,421.30	22,117,953.59	0.3%
b) Audit Adjustments		9793	112,528.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			22,168,949.30	22,117,953.59	-0.2%
d) Other Restatements		9795	0.00	(38,527.48)	New
e) Adjusted Beginning Net Position (F1c + F1d)			22,168,949.30	22,079,426.11	-0.4%
2) Ending Net Position, June 30 (E + F1e)			22,117,953.59	21,476,058.94	-2.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	18,758,734.85	18,151,857.49	-3.2%
b) Restricted Net Position		9797	155,319.80	204,623.32	31.7%
c) Unrestricted Net Position		9790	3,203,898.94	3,119,578.13	-2.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	4,393,391.56		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	127.39		
4) Due from Grantor Government		9290	1,423,600.02		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	51,302.95		
8) Other Current Assets		9340	127.39		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0114959
 Form 62
 D8A68HWS17(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	29,012,416.91		
e) Accumulated Depreciation - Buildings		9435	(3,254,191.46)		
f) Equipment		9440	694,395.34		
g) Accumulated Depreciation - Equipment		9445	(582,617.94)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			31,738,552.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	612,905.54		
2) Due to Grantor Governments		9590	716,928.50		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	227,395.99		
5) Unearned Revenue		9650	1,145,408.09		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	34,088.01		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	6,883,872.44		
7) TOTAL, LIABILITIES			9,620,598.57		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(must agree with line F2) (G11 + H2) - (I7 + J2)			22,117,953.59		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,255,490.00	2,415,670.02	7.1%
Education Protection Account State Aid - Current Year		8012	212,415.00	673,312.58	217.0%
State Aid - Prior Years		8019	(13,212.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	905,939.00	933,493.01	3.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,360,632.00	4,022,475.61	19.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	274,576.64	286,368.50	4.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	61,920.00	34,625.00	-44.1%
Title I, Part A, Basic	3010	8290	124,189.00	147,967.00	19.1%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	13,787.00	16,715.00	21.2%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	15,068.03	12,584.00	-16.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0114959
 Form 62
 D8A68HWS17(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,454.00	11,151.00	6.7%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	590,009.75	1,042,621.96	76.7%
TOTAL, FEDERAL REVENUE			1,090,004.42	1,552,032.46	42.4%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	100,184.98	108,529.93	8.3%
Mandated Costs Reimbursements		8550	5,029.00	5,051.40	0.4%
Lottery - Unrestricted and Instructional Materials		8560	89,409.16	66,611.22	-25.5%
After School Education and Safety (ASES)	6010	8590	203,482.84	227,878.76	12.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,231,891.00	503,005.41	-59.2%
TOTAL, OTHER STATE REVENUE			1,629,996.98	911,076.72	-44.1%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	281,588.59	245,469.20	-12.8%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	122,416.35	20,000.00	-83.7%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			404,004.94	265,469.20	-34.3%
TOTAL, REVENUES			6,484,638.34	6,751,053.99	4.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,395,374.39	1,888,960.45	35.4%
Certificated Pupil Support Salaries		1200	72,260.81	155,258.33	114.9%
Certificated Supervisors' and Administrators' Salaries		1300	137,657.89	178,575.27	29.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,605,293.09	2,222,794.05	38.5%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0114959
 Form 62
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Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	195,996.87	234,779.26	19.8%
Classified Support Salaries		2200	73,120.43	88,419.85	20.9%
Classified Supervisors' and Administrators' Salaries		2300	56,755.56	34,305.01	-39.6%
Clerical, Technical and Office Salaries		2400	383,403.48	509,044.54	32.8%
Other Classified Salaries		2900	65,235.31	37,262.70	-42.9%
TOTAL, CLASSIFIED SALARIES			774,511.65	903,811.36	16.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	279,539.31	424,553.65	51.9%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	84,639.37	101,372.09	19.8%
Health and Welfare Benefits		3401-3402	312,544.03	295,372.15	-5.5%
Unemployment Insurance		3501-3502	11,063.01	1,563.31	-85.9%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	22,774.27	8,134.30	-64.3%
TOTAL, EMPLOYEE BENEFITS			710,559.99	830,995.50	16.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	67,492.57	45,353.83	-32.8%
Books and Other Reference Materials		4200	7,350.99	10,000.00	36.0%
Materials and Supplies		4300	113,758.32	174,352.02	53.3%
Noncapitalized Equipment		4400	144,596.51	127,300.00	-12.0%
Food		4700	295,799.38	296,266.41	0.2%
TOTAL, BOOKS AND SUPPLIES			628,997.77	653,272.26	3.9%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	32,129.74	17,099.00	-46.8%
Dues and Memberships		5300	8,486.31	6,804.90	-19.8%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	368,701.48	235,840.00	-36.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	21,845.61	55,207.73	152.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,380,300.84	1,435,788.00	4.0%
Communications		5900	58,406.59	66,606.85	14.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,869,870.57	1,817,346.48	-2.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	801,482.28	781,036.97	-2.6%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			801,482.28	781,036.97	-2.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	144,918.70	145,164.54	0.2%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			144,918.70	145,164.54	0.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			6,535,634.05	7,354,421.16	12.5%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 0114959
 Form 62
 D8A68HWS17(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
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Unaudited Actuals
 Charter Schools Enterprise Fund
 Expenses by Function

19 64733 0114959
 Form 62
 D8A68HWS17(2022-23)

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,360,632.00	4,022,475.61	19.7%
2) Federal Revenue		8100-8299	1,090,004.42	1,552,032.46	42.4%
3) Other State Revenue		8300-8599	1,629,996.98	911,076.72	-44.1%
4) Other Local Revenue		8600-8799	404,004.94	265,469.20	-34.3%
5) TOTAL, REVENUES			6,484,638.34	6,751,053.99	4.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		2,672,628.08	3,341,875.74	25.0%
2) Instruction - Related Services	2000-2999		1,587,808.99	1,765,308.86	11.2%
3) Pupil Services	3000-3999		571,070.16	654,810.45	14.7%
4) Ancillary Services	4000-4999		12,215.15	6,400.00	-47.6%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		383,506.90	400,516.75	4.4%
8) Plant Services	8000-8999		1,163,486.07	1,040,344.82	-10.6%
9) Other Outgo	9000-9999	Except 7600-7699	144,918.70	145,164.54	0.2%
10) TOTAL, EXPENSES			6,535,634.05	7,354,421.16	12.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(50,995.71)	(603,367.17)	1,083.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(50,995.71)	(603,367.17)	1,083.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	22,056,421.30	22,117,953.59	0.3%
b) Audit Adjustments		9793	112,528.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			22,168,949.30	22,117,953.59	-0.2%
d) Other Restatements		9795	0.00	(38,527.48)	New
e) Adjusted Beginning Net Position (F1c + F1d)			22,168,949.30	22,079,426.11	-0.4%
2) Ending Net Position, June 30 (E + F1e)			22,117,953.59	21,476,058.94	-2.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	18,758,734.85	18,151,857.49	-3.2%
b) Restricted Net Position		9797	155,319.80	204,623.32	31.7%
c) Unrestricted Net Position		9790	3,203,898.94	3,119,578.13	-2.6%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

Unaudited Actuals
 Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 0114959
 Form 62
 D8A68HWS17(2022-23)

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	155,319.80	204,623.32
Total, Restricted Net Position		155,319.80	204,623.32

Coversheet

FY22-23 YPICS June Financials and Check Registers

Section: V. Items Scheduled For Action
Item: B. FY22-23 YPICS June Financials and Check Registers
Purpose: Vote
Submitted by:
Related Material: 22-23 YPICS Financials Board Packet 06.23.pdf

BERT CORONA CHARTER SCHOOL - Financial Dashboard (June 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

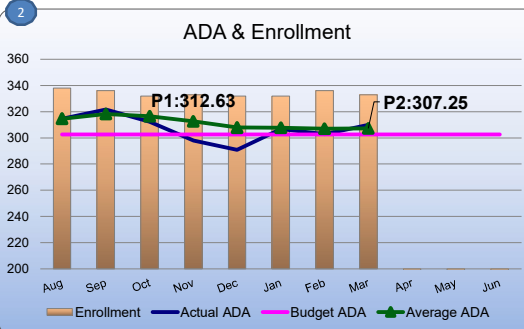
P1 ADA was 312.65
 P2 ADA was 307.25 or 92.0% with ending enrollment of 333 students.

Net Income was \$73K, \$43K below budget.

Revenue was higher than budget by \$368K primarily due to higher ADA, higher Nutrition program reimbursement rates, and higher SPED revenue rates.

Expense was higher than budget by \$401K.
 Nutrition Expense \$106K
 New Lease Standard Implementation \$36K
 Substitute Costs \$75K
 SPED Services \$38K

Cash on hand at June 30, 2023 was \$3.3M which represents 47% of total expenses.



3 Average Daily Attendance Analysis

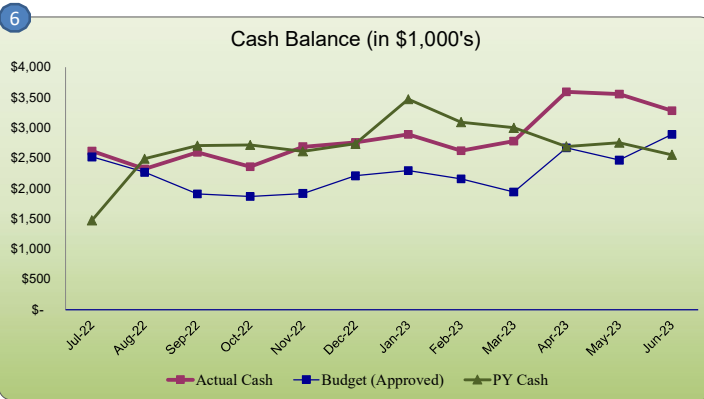
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/(Worse)	Prior Month Forecast	Prior Year P2
Enrollment	333	333	322	11	333	340
ADA %	92.0%	92.0%	94.0%	-2.0%	92.0%	90.0%
Average ADA	307.25	307.25	302.68	4.57	307.25	309.40

4 LCF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	84.8%	87.8%	3.1%	84.3%
3-Year Average %	86.0%	87.0%	1.0%	84.8%
District UPP C. Grant Cap	85.6%	86.0%	0.4%	85.6%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 06/30/23	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	4,005,725	3,818,103	187,622	3,999,211	6,514	4,005,725	3,818,103	187,622	3,757,942	3,693,874
Federal Revenue	1,218,493	1,330,212	(111,719)	1,021,010	197,483	1,218,493	1,330,212	(111,719)	2,303,579	2,386,358
State Revenue	1,542,496	1,163,389	379,107	1,467,970	74,525	1,542,496	1,163,389	379,107	489,385	384,903
Other Local Revenue	356,226	429,962	(73,737)	514,795	(158,570)	356,226	429,962	(73,737)	951,200	283,291
Grants/Fundraising	22,447	35,500	(13,053)	50,750	(28,303)	22,447	35,500	(13,053)	36,957	15,000
TOTAL REVENUE	7,145,386	6,777,167	368,218	7,053,736	91,650	7,145,386	6,777,167	368,218	7,539,062	6,763,426
Total per ADA	23,256	22,391	865	22,958	298	23,256	22,391	865	24,367	18,990
w/o Grants/Fundraising	23,183	22,273	910	22,792	390	23,183	22,273	910	24,247	18,948
Certificated Salaries	1,882,882	1,952,858	69,976	1,840,848	(42,034)	1,882,882	1,952,858	69,976	1,596,989	1,399,355
Classified Salaries	900,343	948,784	48,441	878,650	(21,692)	900,343	948,784	48,441	730,580	581,292
Benefits	870,042	886,805	16,763	850,046	(19,996)	870,042	886,805	16,763	667,017	608,949
Student Supplies	865,254	734,927	(130,327)	912,165	46,911	865,254	734,927	(130,327)	630,309	478,901
Operating Expenses	2,459,681	2,059,109	(400,572)	2,362,257	(97,424)	2,459,681	2,059,109	(400,572)	3,363,915	3,423,537
Other	94,050	88,753	(5,298)	87,626	(6,425)	94,050	88,753	(5,298)	102,427	265,986
TOTAL EXPENSES	7,072,252	6,671,236	(401,016)	6,931,592	(140,660)	7,072,252	6,671,236	(401,016)	7,091,237	6,758,019
Total per ADA	23,018	22,041	(977)	22,560	458	23,018	22,041	(977)	22,919	18,975
NET INCOME / (LOSS)	73,134	105,932	(32,798)	122,144	(49,010)	73,134	105,932	(32,798)	447,826	5,408
OPERATING INCOME	167,184	194,684	(27,500)	209,770	(42,586)	167,184	194,684	(27,500)	550,252	271,394
EBITDA	167,184	194,684	(27,500)	209,770	(42,586)	167,184	194,684	(27,500)	550,252	271,394



Year-End Cash Balance

Actual	Budget	Variance
3,280,772	2,890,583	390,189

7 Balance Sheet

Balance Sheet	6/30/2022	5/31/2023	6/30/2023 Actual
Assets			
Cash, Operating	2,555,367	3,554,867	3,280,772
Cash, Restricted	0	0	0
Accounts Receivable	2,629,201	239,016	1,798,923
Due From Others	7,513	7,475	7,493
Other Assets	45,734	111,802	2,179,059
Net Fixed Assets	250,630	375,966	510,251
Total Assets	5,488,444	4,289,127	7,776,497
Liabilities			
A/P & Payroll	1,549,089	401,432	820,548
Due to Others	191,620	105,052	666,112
Deferred Revenue	505,275	0	1,004,596
Other Liabilities	0	0	1,969,647
Total Debt	0	0	0
Total Liabilities	2,245,984	506,484	4,460,903
Equity			
Beginning Fund Bal.	2,794,635	3,242,461	3,242,461
Net Income/(Loss)	447,826	540,183	73,134
Total Equity	3,242,461	3,782,643	3,315,594
Total Liabilities & Equity	5,488,444	4,289,127	7,776,497
Days Cash on Hand	133	190	172
Cash Reserve %	36.6%	51.9%	47.0%





BERT CORONA CHARTER SCHOOL
Financial Analysis
June 2023

Net Income

Bert Corona Charter School achieved a net income of \$73K in FY22-23 compared to \$106K in the board approved budget. Reasons for this negative \$33K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of June 30, 2023, the school’s cash balance was \$3.28M, which represents a 47% reserve.

As of June 30, 2023, the Accounts Receivable balance was \$1.80M, up from \$239K in the previous month, due to revenue earned in FY22-23 but not received by June 30th.

As of June 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$821K, compared to \$401K in the prior month.

As of June 30, 2023, BCCS had zero debt balance.

Income Statement

Revenue

Total revenue for FY22-23 was \$7.15M, which is \$368K or 5.4% over budgeted revenue of \$6.78M.

LCFF Revenue – was be above budget by \$188K due to higher ADA and higher LCFF rates

Child Nutrition Federal Revenue – was above budget by \$38K due to higher reimbursement rates for Nutrition Program.

Other Federal Revenue - was under budget by \$134K due to moving ESSER III funds into future years.

Child Nutrition State Revenue – was above budget by \$107K due to higher reimbursement rates for Nutrition Program.

Mandate Block Grant Revenue - was below budget by \$402K due to the elimination of a one-time discretionary block grant

SB740 Revenue - was above budget by \$166K

ELOP Revenue - was above budget by \$239K

Other State Revenue - was above budget by \$241K due Hold Harmless revenue

Other Local Revenue - was above budget by \$58K due to an increase in SPED AB602 revenue.

Expenses

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



Total expenses for FY22-23 were \$7.07M, which is \$401K or 6.0% over budgeted expenditures of \$6.67M.

Core Curriculum costs higher than budget by \$42K

Student Materials were higher than budget by \$36K

Nutrition Program Food Supplies were higher than budget by \$102K due to higher cost rates for the nutrition program. The additional expense is offset by higher revenue rates

Field Trips were higher than budget by \$33K

Contracted Substitute Teacher costs were higher than budget by \$76K. This expense is offset by savings in teacher salaries

ADA

Budgeted P2 ADA is 302.68 based on enrollment of 322 and a 94.0% attendance rate.

Forecast P2 ADA is 307.25 based on enrollment of 333 and a 92.0% attendance rate.

Actual ADA through Month 8 is 307.25 with ending enrollment of 333 and a 92.0% attendance rate.

In Month 8, ADA was 309.77 with a 93.0% attendance rate.

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 (June 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

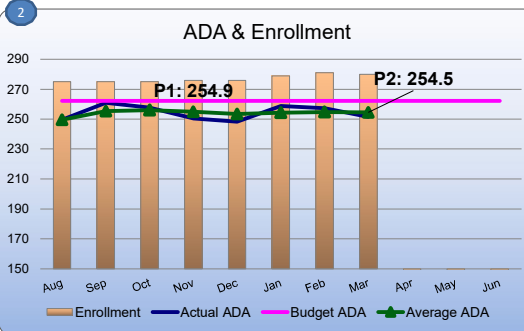
P1 ADA was 255.07
 P2 ADA was 254.50 or 91.9% with ending enrollment of 280 students.

Net Operating Income was \$750K, \$687K above budgeted.

Revenue was higher than budgeted by \$481K primarily due to Hold Harmless revenue, higher Nutrition program reimbursement rates, and higher SPED revenue rates.

Expense was lower than budget by \$206K. Lower salaries are offset by higher Operating Expenses.

Cash on hand at June 30, 2023 was \$4.4M which represents 76.6% of total expenses.



3 Average Daily Attendance Analysis

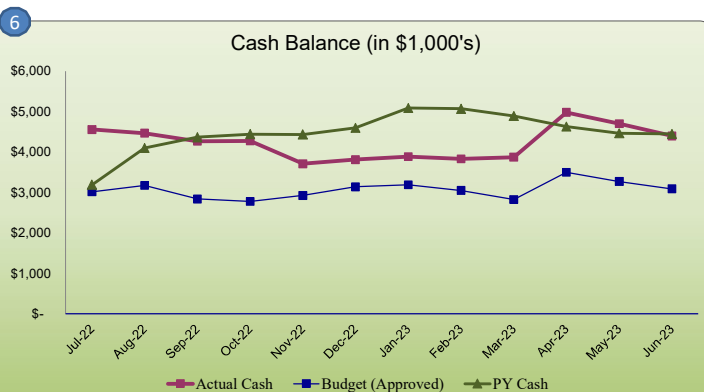
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/(Worse)	Prior Month Forecast	Prior Year P2
Enrollment	280	280	279	1	280	289
ADA %	91.9%	92.0%	94.0%	-2.0%	92.0%	93.0%
Average ADA	254.50	254.51	262.26	(7.75)	254.51	274.20

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.5%	95.7%	2.1%	96.3%
3-Year Average %	94.8%	95.5%	0.7%	95.6%
District UPP C. Grant Cap	85.6%	86.0%	0.4%	85.6%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 06/30/23	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	3,360,632	3,350,351	10,281	3,355,140	5,492	3,360,632	3,350,351	10,281	3,333,185	3,728,522
Federal Revenue	1,090,004	1,270,743	(180,739)	1,055,846	34,159	1,090,004	1,270,743	(180,739)	919,125	724,116
State Revenue	1,621,764	1,070,080	551,684	1,679,518	(57,755)	1,621,764	1,070,080	551,684	260,307	238,219
Other Local Revenue	400,778	287,609	113,169	351,441	49,337	400,778	287,609	113,169	846,358	240,624
Grants/Fundraising	11,460	25,000	(13,540)	11,960	(500)	11,460	25,000	(13,540)	40,750	7,402
TOTAL REVENUE	6,484,638	6,003,783	480,855	6,453,905	30,733	6,484,638	6,003,783	480,855	5,399,725	4,938,883
Total per ADA	25,479	22,892	2,586	25,358	121				19,693	14,313
w/o Grants/Fundraising	25,434	22,797	2,637	25,311	123				19,544	14,291
Certificated Salaries	1,605,293	1,870,991	265,698	1,650,918	45,625	1,605,293	1,870,991	265,698	1,532,235	1,286,989
Classified Salaries	774,512	799,828	25,317	792,262	17,750	774,512	799,828	25,317	554,472	470,594
Benefits	710,560	775,638	65,078	713,129	2,569	710,560	775,638	65,078	537,821	526,661
Student Supplies	628,998	635,769	6,771	673,298	44,300	628,998	635,769	6,771	609,929	496,892
Operating Expenses	1,869,871	1,713,313	(156,557)	1,919,766	49,895	1,869,871	1,713,313	(156,557)	1,650,127	1,378,155
Other	946,401	946,569	168	958,877	12,476	946,401	946,569	168	969,915	972,513
TOTAL EXPENSES	6,535,634	6,742,109	206,475	6,708,251	172,617	6,535,634	6,742,109	206,475	5,854,498	5,131,804
Total per ADA	25,679	25,708	28	26,358	(678)				21,351	14,872
NET INCOME / (LOSS)	(50,996)	(738,325)	687,330	(254,346)	203,350	(50,996)	(738,325)	687,330	(454,774)	(192,920)
OPERATING INCOME	750,487	63,079	687,407	545,880	204,606	750,487	63,079	687,407	366,070	626,451
EBITDA	895,405	208,244	687,161	704,531	190,874	895,405	208,244	687,161	515,141	779,592



Year-End Cash Balance

Actual	Budget	Variance
4,393,392	3,086,752	1,306,640

7 Balance Sheet

Balance Sheet	6/30/2022	5/31/2023	6/30/2023 Actual
Assets			
Cash, Operating	4,446,002	4,703,065	4,393,392
Cash, Restricted	0	0	0
Accounts Receivable	869,180	48,969	1,423,727
Due From Others	10	207	127
Other Assets	42,967	15,011	51,303
Net Fixed Assets	26,668,250	25,933,450	25,870,003
Total Assets	32,026,409	30,700,702	31,738,552
Liabilities			
A/P & Payroll	1,313,436	311,784	595,132
Due to Others	457,158	348,085	768,874
Deferred Revenue	711,322	161,460	1,145,408
Other Liabilities	0	0	0
Total Debt	7,375,627	7,138,804	7,111,268
Total Liabilities	9,857,543	7,960,133	9,620,682
Equity			
Beginning Fund Bal.	22,623,639	22,168,866	22,168,866
Net Income/(Loss)	(454,774)	571,703	(50,996)
Total Equity	22,168,866	22,740,569	22,117,870
Total Liabilities & Equity	32,026,409	30,700,702	31,738,552

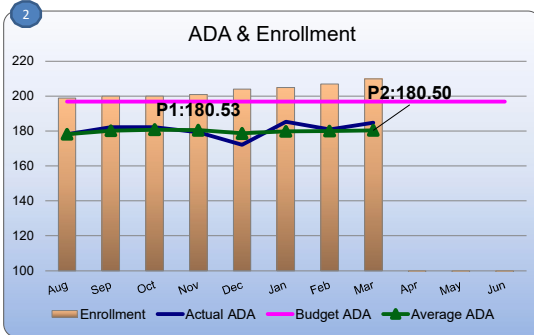
Days Cash on Hand	322	291	280
Cash Reserve %	88.3%	79.6%	76.6%



Bert Corona Charter High School - Financial Dashboard (June 2023)

1 Key Performance Indicators

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



KEY POINTS

P1 ADA was 178.60
 P2 ADA was 180.50 or 88.9% with ending enrollment of 210 students.

Net Income was \$6K, \$2K above budgeted.

Revenue was lower than budgeted by \$25K. Lower LCFF revenue is offset by higher Nutrition program reimbursement rates, higher SPED revenue rates, and higher ESSER II and ESSER III allocations for the current year.

Expense was lower than budget by \$27K.

Cash on hand at June 30, 2023 was \$952K which represents 22.7% of total expenses.

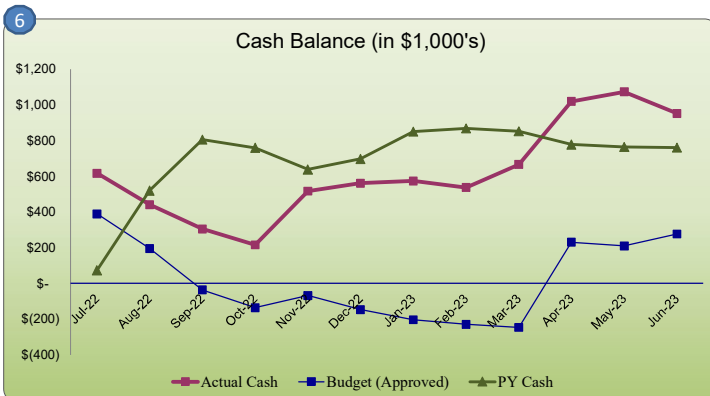
3 Average Daily Attendance Analysis

Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	210	210	214	(4)	210	203
ADA %	88.9%	89.0%	92.0%	-3.0%	89.0%	84.0%
Average ADA	180.50	180.50	196.88	(16.38)	180.50	166.27

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.0%	92.0%	7.0%	88.1%
3-Year Average %	88.6%	91.1%	2.4%	91.6%
District UPP C. Grant Cap	85.6%	86.0%	0.4%	85.6%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 06/30/23	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	2,844,385	2,993,252	(148,867)	2,844,786	(401)	2,844,385	2,993,252	(148,867)	2,663,031	2,306,709
Federal Revenue	793,417	716,794	76,624	802,474	(9,057)	793,417	716,794	76,624	319,149	464,271
State Revenue	303,265	333,639	(30,373)	285,908	17,357	303,265	333,639	(30,373)	55,187	77,458
Other Local Revenue	276,601	223,667	52,934	247,593	29,008	276,601	223,667	52,934	498,496	147,038
Grants/Fundraising	34,967	10,000	24,967	27,760	7,207	34,967	10,000	24,967	42,408	0
TOTAL REVENUE	4,252,636	4,277,352	(24,716)	4,208,522	44,114	4,252,636	4,277,352	(24,716)	3,578,271	2,995,476
Total per ADA	23,560	21,726	1,835	23,316	244				21,521	16,537
w/o Grants/Fundraising	23,367	21,675	1,692	23,162	204				21,266	16,537
Certificated Salaries	1,417,641	1,556,276	(138,636)	1,393,002	(24,639)	1,417,641	1,556,276	(138,636)	1,205,361	927,459
Classified Salaries	554,770	551,289	(3,481)	552,005	(2,765)	554,770	551,289	(3,481)	467,551	400,268
Benefits	637,399	692,756	(55,356)	641,540	4,140	637,399	692,756	(55,356)	509,496	446,740
Student Supplies	381,289	281,582	(99,707)	393,726	12,437	381,289	281,582	(99,707)	236,691	193,179
Operating Expenses	1,210,932	1,147,160	(63,772)	1,171,919	(39,014)	1,210,932	1,147,160	(63,772)	1,026,636	863,538
Other	44,291	43,798	(493)	43,727	(564)	44,291	43,798	(493)	44,748	50,635
TOTAL EXPENSES	4,246,322	4,272,861	26,539	4,195,918	(50,404)	4,246,322	4,272,861	26,539	3,490,483	2,881,818
Total per ADA	23,525	21,703	(1,822)	23,246	279				20,993	15,909
NET INCOME / (LOSS)	6,314	4,491	1,823	12,604	(6,290)	6,314	4,491	1,823	87,788	113,657
OPERATING INCOME	50,605	48,289	2,316	56,330	(5,726)	50,605	48,289	2,316	132,536	164,293
EBITDA	50,605	48,289	2,316	56,330	(5,726)	50,605	48,289	2,316	132,536	164,293



Year-End Cash Balance		
Actual	Budget	Variance
951,936	276,296	675,640

Balance Sheet	6/30/2022	5/31/2023	6/30/2023 Actual
Assets			
Cash, Operating	760,339	1,073,098	951,936
Cash, Restricted	0	0	0
Accounts Receivable	446,532	177,352	745,981
Due From Others	511	375	404
Other Assets	28,170	2,644	39,876
Net Fixed Assets	87,408	55,629	67,286
Total Assets	1,322,959	1,309,098	1,805,482
Liabilities			
A/P & Payroll	301,760	281,137	402,041
Due to Others	28,590	1	134,748
Deferred Revenue	394,698	0	664,469
Other Liabilities	0	0	0
Total Debt	(0)	(0)	(0)
Total Liabilities	725,048	281,138	1,201,257
Equity			
Beginning Fund Bal.	510,123	597,911	597,911
Net Income/(Loss)	87,788	430,049	6,314
Total Equity	597,911	1,027,961	604,225
Total Liabilities & Equity	1,322,959	1,309,099	1,805,482
Days Cash on Hand	81	94	83
Cash Reserve %	22.1%	25.8%	22.7%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

June 2023

Net Income

Monsenor Oscar Romero Charter School achieved a net income of -\$51K in FY22-23 compared to -\$738K in the board approved budget. Reasons for this positive \$687K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of June 30, 2023, the school's cash balance was \$4.39M, which represents a 77% reserve.

As of June 30, 2023, the Accounts Receivable balance was \$1.42M, up from \$49K in the previous month, due to revenue earned in FY22-23 but not received by June 30th.

As of June 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$595K, compared to \$312K in the prior month.

As of June 30, 2023, MORCS had a debt balance of \$7.11M compared to \$7.14M in the prior month.

Income Statement

Revenue

Total revenue for FY22-23 was \$6.48M, which is \$481K or 8.0% over budgeted revenue of \$6.00M.

Child Nutrition State Revenue – was above budget by \$77K due to higher reimbursement rates for Nutrition Program and higher student participation rates.

Other Federal Revenue - was below budget by \$123K due to moving more ESSER III funds into the current year.

Mandate Block Grant Revenue - was below budget by \$356K due to the elimination of a one-time discretionary block grant

ASES Revenue - was above budget by \$80K based on the GAN letter. It is offset by the additional ASES costs.

ELOP Revenue - was above budget by \$141K

Other State Revenue was above budget by \$588K primarily due Hold Harmless revenue

Other Local Revenue - was over budget by \$39K due to an increase in SPED AB602 revenue.

Expenses

Total expenses for FY22-23 were \$6.54M, which is \$207K or 3.1% under budgeted expenditures of \$6.74M.

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



Certificated Salaries were lower than budget by \$266K

STRS expenses were lower than budget by \$78K

Nutrition Program Food Supplies are projected to be higher than budget by \$34K due to higher cost rates for the nutrition program. The additional expense is offset by higher revenue rates

Facilities costs were lower than budget by \$74K

ASES Services were higher than budget by \$66K. This expense will be covered by additional ASES Revenue.

Other Consultants & Services are projected to be higher than budget by \$48K. This expense will be covered by ESSER III funds

SPED Services were higher than budget by \$53K

ADA

Budgeted P2 ADA is 262.26 based on enrollment of 279 and a 94.0% attendance rate.

Forecast P2 ADA is 254.51 based on enrollment of 280 and a 92.0% attendance rate.

Actual ADA through Month 8 is 254.50 with ending enrollment of 280 and a 91.9% attendance rate.

In Month 8, ADA was 251.54 with a 89.8% attendance rate.

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 Analysis June 2023

Net Income

Bert Corona Charter High School achieved a net income of \$6K in FY22-23 compared to \$5K in the board approved budget. Reasons for this positive \$2K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of June 30, 2023, the school's cash balance was \$952K, which represents a 23% reserve.

As of June 30, 2023, the Accounts Receivable balance was \$746K, up from \$177K in the previous month, due to revenue earned in FY22-23 but not received by June 30th.

As of June 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$402K, compared to \$281K in the prior month.

As of June 30, 2023, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY22-23 was \$4.25M, which is \$25K or 0.6% under budgeted revenue of \$4.28M.

LCFF Revenue – was below budget by \$148K due to lower ADA but higher LCFF rates

Child Nutrition Federal Revenue – was above budget by \$78K due to higher reimbursement rates for Nutrition Program and higher student participation rates.

Child Nutrition State Revenue – was above budget by \$52K due to higher reimbursement rates for Nutrition Program and higher student participation rates.

Other State Revenue - was below budget by \$96K

Expenses

Total expenses for FY22-23 was \$4.25M, which is \$27K or 0.6% under budgeted expenditures of \$4.27M.

Certificated Salaries were lower than budget by \$139K

Nutrition Program Food Supplies were higher than budget by \$100K due to higher cost rates for the nutrition program and higher student participation rates. The additional expense is offset by higher revenue rates

Rent costs were lower than budget by \$72K.

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



Other Consultants & Services was higher than budget by \$66K. This expense will be covered by ESSER II funds

ADA

Budgeted P2 ADA is 196.88 based on enrollment of 214 and a 92.0% attendance rate.

Forecast P2 ADA is 180.50 based on enrollment of 210 and a 89.0% attendance rate.

Actual ADA through Month 8 is 180.50 with ending enrollment of 210 and a 88.9% attendance rate.

In Month 8, ADA was 184.77 with a 88.0% attendance rate.

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

**YPI Charter Schools
Check Register
From 05/01/23 to 06/30/23**

Check #	Vendor Name	Date	Description	Amount
311512	360 Accelerator Education Partners	6/22/2023	9/1/22 - 22-23 -110 ACCELERATOR PROGRAM FEE	8,000.00
311313	7 LAYER IT SOLUTIONS, INC.	5/5/2023	05/03/23-05/02/24 - SMARTNET RENEWAL FOR: CISCO ASA 5525	1,899.00
311321	7 LAYER IT SOLUTIONS, INC.	5/11/2023	5/23 PLATINUM NETWORK DEVICE PACKAGE	1,370.00
311461	7 LAYER IT SOLUTIONS, INC.	6/14/2023	6/23- PLATINUM NETWORK DEVICE PACKAGE	1,370.00
311378	AFLAC WORLDWIDE HEADQUARTERS	5/23/2023	4/23- PREMIUM	1,676.46
311383	AFLAC WORLDWIDE HEADQUARTERS	5/26/2023	5/23- PREMIUM	1,676.46
311291	Amazon Capital Services	5/4/2023	OFFICE SUPPLIES	3,035.19
311315	Amazon Capital Services	5/11/2023	STUDENT MATERIALS1	5,543.00
311350	Amazon Capital Services	5/17/2023	STUDENT MATERIALS	2,983.36
311367	Amazon Capital Services	5/23/2023	MONITORS, MOUSE AND KEYBOARD	1,038.23
311379	Amazon Capital Services	5/26/2023	MICROPHONE AND RECORDER	201.49
311396	Amazon Capital Services	5/31/2023	OFFICE SUPPLIES	2,480.74
311418	Amazon Capital Services	6/7/2023	STUDENT MATERIALS FOR GRADUATION	199.34
311452	Amazon Capital Services	6/14/2023	STUDENT AND OFFICE SUPPLIES	4,311.76
311487	Amazon Capital Services	6/16/2023	STUDENT MATERIALS1	3,286.29
311502	Amazon Capital Services	6/22/2023	OTHER SUPPLIES	392.09
311293	Amplified IT	5/4/2023	03/23 - GOOGLE VOICE	207.58
311420	Amplified IT	6/7/2023	4/23- GOOGLE VOICE USER LICENSE	611.20
311403	APPLE INC.	5/31/2023	MACBOOKS & APPLCARE	2,801.41
311428	APPLE INC.	6/7/2023	16-INCH MACBOOK PRO & APPLCARE	3,808.81
311316	AT&T	5/11/2023	4/23- FAX SERVICE	169.84
311454	AT&T	6/14/2023	5/23- FAX SERVICE	176.22
311304	AT&T MOBILITY	5/4/2023	04/20 - 05/19/23 - CELL PHONES	5,371.20
311405	AT&T MOBILITY	5/31/2023	05/20 - 06/19/23 - CELL PHONES	3,509.97
311404	BDJtech	5/31/2023	45 WATT CHARGERS	1,752.00
311311	BETTER 4 YOU MEALS, INC.	5/4/2023	2/23- STUDENT MEALS	16,306.80
311331	Braille Abilities, LLC	5/11/2023	4/23- SPECIAL ED SERVICE	2,907.87
311381	Braille Abilities, LLC	5/26/2023	5/4/23- SPECIAL ED SERVICE	888.45
311508	BSN SPORTS LLC	6/22/2023	PE & SPORTS EQUIPMENT	2,835.06
311375	CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION	5/23/2023	CABE 2023. CONFERENCE REGISTRATION FEE FOR M. MYERS 3/22-3/25/23	2,040.00
311459	CALIFORNIA CHARTER SCHOOLS ASSOCIATION	6/14/2023	FY23-24 - CCSA MEMBERSHIP RENEWAL	12,210.00
311346	CALIFORNIA CHARTER SCHOOLS CONFERENCE REGIST	5/11/2023	2023 CCSA CONFERENCE REGISTRATION LETTY SEPULVEDA	4,311.00
311516	CAMCORDER AND CAMERA REPAIR CENTER INC	6/29/2023	4/28/23 - REPAIR CAMERA ZOOM UNIT AND MAIN BARREL REPLACE	520.96
311328	CDW GOVERNMENT, INC.	5/11/2023	04/04/23-04/04/24 - NORTH AMERICAN GOOGLE TECHNICA	1,000.00
311361	Chromebook Parts.com	5/17/2023	CHROMEBOOK PARTS	82.06
311399	Chromebook Parts.com	5/31/2023	CHROMEBOOK PARTS	460.93
311431	Chromebook Parts.com	6/7/2023	CHROMEBOOK PARTS	120.39
311462	Chromebook Parts.com	6/14/2023	CHROMEBOOK PART	212.32
311297	CLIFTONLARSONALLEN LLP	5/4/2023	PROGRESS BILLING FOR FEDERAL AND CALIFORNIA INFORMATION RETURNS - 06/30	1,995.00
311407	CLIFTONLARSONALLEN LLP	5/31/2023	FINAL BILLING FOR PREPARATION FEDERAL AND CALIFORNIA RETURNS TAX JUNE 3	420.00
311424	COOL TEMP HEATING, INC	6/7/2023	AC- MAINTENANCE SERVICE AND FILTER REPLACEMENT	2,125.00
311504	CREATE NOW	6/22/2023	5/5/23 - FOLKLORICO DANCERS FOR CINCO DE MAYO CELEBRATION	400.00
311300	CROSS COUNTRY EDUCATION	5/4/2023	4/18-4/21/23- ON-SITE BILINGUAL FLOATER	3,160.00
311334	CROSS COUNTRY EDUCATION	5/11/2023	4/17-4/21/23- SPECIAL ED SERVICE	14,546.09
311387	CROSS COUNTRY EDUCATION	5/26/2023	5/1-5/5/23- ON-SITE BILINGUAL FLOATER	12,669.11
311426	CROSS COUNTRY EDUCATION	6/7/2023	5/15-5/19/23- ON-SITE BILINGUAL FLOATER	1,975.00
311494	CROSS COUNTRY EDUCATION	6/16/2023	5/22-5/26/23 ON-SITE BILINGUAL FLOATER	1,975.00
311503	CROSS COUNTRY EDUCATION	6/22/2023	6/5-6/9/23 ON-SITE BILINGUAL FLOATER	7,110.00
311448	Darryl Bryant	6/12/2023	6/14 - FINAL CHECK	3,424.13
311364	DAVEY'S LOCKER SPORTFISHING	5/19/2023	6/2/23 TICKETS FOR FIELD TRIP TO DAVEY'S LOCKER WHALE WATCHING 7TH GRADE	1,750.00
311474	DENYALE BROWN	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311415	Document Tracking Services	5/31/2023	4/15/23-5/15/24 - DOCUMENT TACKING SERVICES	1,165.00
311349	DRUM CIRCLES, MUSIC THERAPY	5/11/2023	DRUM CIRCLE FACILITATION	200.00
311471	EDWIN CRUZ	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311467	El Milagro Bakery	6/14/2023	SWEET BREAD FOR ELOP CARNAVAL CLUB RUSH	1,435.00
311307	Eriverto Gonzales	5/4/2023	4/23- MAINTENANCE SERVICE	2,380.00
311430	Eriverto Gonzales	6/7/2023	5/23- MAINTENANCE SERVICE	3,570.00
311434	ESMERALDA VELARDE	6/8/2023	6/23 - FINAL CHECK	862.18
311314	EVA MARIA CHAVEZ	5/5/2023	12/22-03/23 - COMMUNITY SCHOOL GRANT	13,433.35
311323	EXED	5/11/2023	4/23 - MANAGEMENT CONTRACT FEE	22,849.25
311491	EXED	6/16/2023	5/23 - CALPADS & SIS SUPPORT SERVICES	22,858.80
311366	FACE PAINT AND FAIRYTALES	5/19/2023	1-5 HOURS FACE PAINTING FOR EVENT 5/30/23	290.00
311456	FRANCISCO TOPETE	6/14/2023	6/8/23 - AV SERVICE FOR GRADUATION	405.00
311386	FRONTIER	5/26/2023	5/13-6/12/23- FAX 818- 834-8075	259.25
311373	GRADUATION SOURCE	5/23/2023	GRADUATION MATERIALS	2,834.75
311302	GRADWEAR INC	5/4/2023	STUDENT MATERIALS	985.35
311498	GREEN WORKS SOLUTIONS	6/21/2023	5/29/23 - CONTAINERS/ ELECTRICAL/ CONCRETE/FENCE/ LIGHT POST	56,520.00
311453	HEARTSET CONSULTING GROUP INC	6/14/2023	7/12/23- 7/14/23-TRAINING FOR YPICS STAFF	15,000.00
311338	HERNANDEZ JANITORIAL SERVICES	5/11/2023	4/17-4/28/23- MAINTENANCE SERVICE	1,650.00
311372	HERNANDEZ JANITORIAL SERVICES	5/23/2023	5/1-5/15/23- MAINTENANCE SERVICE	1,815.00
311496	HERNANDEZ JANITORIAL SERVICES	6/16/2023	5/16-5/31/23- MAINTENANCE SERVICE	1,815.00
311500	HERNANDEZ JANITORIAL SERVICES	6/22/2023	6/1-6/15/23- MAINTENANCE SERVICE	1,815.00
311310	HOME DEPOT CREDIT SERVICES	5/4/2023	CUSTODIAL SUPPLIES	241.73
311370	HOME DEPOT CREDIT SERVICES	5/23/2023	STATEMENT ENDING 5/5/23	1,613.33
311511	Imagine Learning LLC	6/22/2023	DIGITAL LIBRARIES 9-12, COMPREHENSIVE SITE LICENSE MATH, ELA, SCIENCE, SOCI	15,600.00
311319	IMPACT CANINE SOLUTIONS	5/11/2023	4/14/23- CANINE SERVICE	400.00
311463	IMPACT CANINE SOLUTIONS	6/14/2023	5/3/23 - CANINE SERVICE	600.00
311507	INFINITE CAMPUS, INC.	6/22/2023	8/2023-7/2024 - CAMPUS FOOD SERVICES LICENSES	1,953.60
311374	INSIGHTS TO BEHAVIOR	5/23/2023	4/1/2023- 3/31/24- SUBSCRIPTION INSIGHTS BEHAVIOR	5,750.00
311343	IRONBOX EDUCATION	5/11/2023	CORE CURRICULUM	3,074.76
311398	IRONBOX EDUCATION	5/31/2023	5/23/23 - CONSULTING STUDENTS. RECRUITMENT EFFORTS	5,000.00
311446	JACOB GERHARDT	6/12/2023	6/15 - FINAL CHECK	2,581.61
311447	JACOB GERHARDT	6/12/2023	6/30 - FINAL CHECK	2,892.17

311478	Jacqueline Sanchez	6/14/2023 6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311421	JAHAIRA OSORIO	6/7/2023 USPS ITEM PICK UP DUE TO SHORT POSTAGE	34.20
311340	Jaime Martinez	5/11/2023 FY-23- SCHOLA RECRUITMENT PRO- 6 MONTHS	3,500.00
311481	Jaime Martinez	6/14/2023 FY-23- SCHOLA RECRUITMENT PRO-6 MONTHS	14,000.00
311320	JAMES KAY	5/11/2023 BREAKFAST ITEMS FOR STUDENTS TAKING AP	67.13
311294	JEANNETTE M CRUZ REIBER	5/4/2023 4/23- MONTHLY TEACHER CREDENTIAL SERVICE	600.00
311397	JEANNETTE M CRUZ REIBER	5/31/2023 5/23- MONTHLY TEACHERS CREDENTIAL SERVICE	600.00
311363	JENY ORTEZ	5/17/2023 05/23 - 05/25/23 CASH ADVANCE FOR STUDENTS AND STAFF ATTENDING THE CASA	1,525.00
311436	JOHNSON CONTROLS FIRE PROTECTION LP	6/9/2023 3/19/23 - SMOKE DETECTOR	1,299.00
311501	JOHNSON CONTROLS FIRE PROTECTION LP	6/22/2023 4/12/23 - FIRE ALARM AND DETECTION CONTROL	2,257.32
311442	JOSE PEREZ	6/12/2023 6/15 - FINAL CHECK	2,537.72
311443	JOSE PEREZ	6/12/2023 6/30 - FINAL CHECK	2,819.80
311472	JOSE SEPULVEDA	6/14/2023 6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311479	JOSUE VILLNAUEVA	6/14/2023 6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311289	KELLY SPICERS STORES	5/4/2023 FUEL CHARGE CREDIT	548.21
311342	KELLY SPICERS STORES	5/11/2023 OFFICE SUPPLIES1	690.22
311368	KELLY SPICERS STORES	5/23/2023 OFFICE SUPPLIES	692.59
311509	KEVIN MYERS	6/22/2023 4/4/23 - CSUN JOB FAIR	1,097.33
311356	KNOTTS BERRY FARM	5/17/2023 TICKETS TO KNOTT'S BERRY FARM FOR 7TH GRADE STUDENTS. FIELD TRIP ON 6/7/2	3,575.00
311333	LA DEPT. OF WATER AND POWER	5/11/2023 3/2-4/28/23- SEWER CHARGES	6,039.32
311388	LA DEPT. OF WATER AND POWER	5/26/2023 4/17-5/17/23- SEWER CHARGES	4,638.27
311355	Latino Film Institute Youth Cinema Project	5/17/2023 4/23- INSTRUCTIONAL SERVICE CINEMA FILM MAKING	11,248.42
311464	Latino Film Institute Youth Cinema Project	6/14/2023 5/23- INSTRUCTIONAL SERVICE CINEMA FILM MAKING	5,624.21
311318	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	5/11/2023 4/3/23- LEGAL SERVICE	808.50
311492	LISA J NILES	6/16/2023 5/1-5/30/23- CONSULTING SERVICE	3,975.00
311480	LIZABET GONZALEZ	6/14/2023 6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311303	LOS ANGELES COUNTY METROPOLITAN TRANSPORTATI	5/4/2023 GOPASS FARELESS PROGRAM FEE FOR YEAR 1	2,523.00
311412	LOS ANGELES UNIFIED SCHOOL DISTRICT	5/31/2023 5/31/23- RECRUITMENT FAIR- CUSTODIAL CHARGES	86.16
311457	Los Angeles Unified School District	6/14/2023 MORCS AUGMENTATION GRANT REPAYMENT	74,849.83
311325	LUIS GIRON	5/11/2023 4/23- LANDSCAPING SERVICE	1,000.00
311422	LUIS GIRON	6/7/2023 5/23- LANDSCAPING SERVICE	800.00
311352	MAJOR METROPOLITAN SECURITY	5/17/2023 6/23- BURGLAR ALARM MONITORING SERVICE	405.00
311455	MAJOR METROPOLITAN SECURITY	6/14/2023 7/23- MONITORING SERVICE FOR THE BURGLAR ALARM	405.00
311475	MARIA CONTRERAS	6/14/2023 6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311296	MARIA FATIMA ORTIZ	5/4/2023 4/29/23- ROUND TRIP TO AQUARIUM OF THE PACIFIC 8TH GRADE STUDENTS	725.00
311327	MARIA FATIMA ORTIZ	5/11/2023 4/27- TRANSPORTATION ROUND TRIP TO UCLA ROPES COURSE 7TH GRADE STUDEN	1,494.00
311360	MARIA FATIMA ORTIZ	5/17/2023 6/2/23- FIELD TRIP TO DAVEY'S LOCKER WHALE WATCHING -7TH GRADE STUDENTS	1,750.00
311393	MARIA FATIMA ORTIZ	5/26/2023 5/31/23 FIELD TRIP TO WOLF CONNECTION IN PALMDALE	1,100.00
311482	MARIA FATIMA ORTIZ	6/14/2023 5/26 - TRANSPORT STUDENTS TO SIX FLAG MAGIC GRAD NITE	2,372.00
311493	MARIA FATIMA ORTIZ	6/16/2023 5/26/23- FIELD TRIP TO ULTIMATE LASER ADVENTURE 7TH GRADE STUDENTS	650.00
311339	MASERGY CLOUD COMMUNICATIONS, INC	5/11/2023 4/23- COMMUNICATIONS SERVICE	1,833.53
311410	MASERGY CLOUD COMMUNICATIONS, INC	5/31/2023 5/23- COMMUNICATIONS SERVICE	1,833.53
311384	MCCALLA COMPANY	5/26/2023 CUSTODIAL SUPPLIES	488.19
311362	MICHAEL BANKS	5/17/2023 05/23 - 05/25/23 CASH ADVANCE FOR STUDENTS AND STAFF ATTENDING THE CASA	1,670.00
311438	MICHAEL BANKS	6/12/2023 CASA lead stipend	614.22
311439	MICHAEL BANKS	6/12/2023 ELOP stipend	921.40
311440	MICHAEL BANKS	6/12/2023 6/15 - FINAL CHECK	1,993.43
311449	MICHAEL BANKS	6/12/2023 6/30 - FINAL CHECK	1,993.43
311441	MICHELLE VENEGAS	6/12/2023 6/13 - FINAL CHECK	2,100.52
311483	MULTICULTURAL LEARNING CENTER	6/14/2023 LAPCSC PHASE 1 CONTRIBUTION. (10,000/18)	555.55
311395	MUSEUM OF TOLERANCE	5/26/2023 6/8/23 - ADMISSION TICKET TO MUSEUM OF TOLERANCE 8TH GRADE STUDENTS	1,056.00
311390	OFFICE 360	5/26/2023 COLOR CARDSTOCK, 250/PACK	387.08
311437	OMNI HOTEL AT THE BATTERY ATLANTA	6/9/2023 06/19 - 6/24/23 LODGING AT INNOVATION CONFERENCE 2023 - JACQUELINE SANCHEZ	23,751.10
311309	PARENT INSTITUTE FOR QUALITY EDUCATION, INC	5/11/2023 01/31-03/31/23 - PARENT WORKSHOP AND MATERIALS - FAMILY ENGAGEMENT HYBRI	12,500.00
311510	PARENT INSTITUTE FOR QUALITY EDUCATION, INC	6/22/2023 SPRING 2023 - PARENTS WORKSHOP AND MATERIALS- FAMILY ENGAGEMENT	6,000.00
311335	PBIS REWARDS	5/11/2023 PBIS REWARDS STUDENTS LICENSE	1,500.00
311351	PETER HUANG AND LORETTA HUANG	5/17/2023 4/10-5/10/23- ELECTRIC CHARGES	427.96
311391	PETER HUANG AND LORETTA HUANG	5/26/2023 06/23 - RENT	3,640.00
311469	PETER HUANG AND LORETTA HUANG	6/14/2023 5/10-6/8/23- ELECTRIC CHARGES	375.22
311514	PETER HUANG AND LORETTA HUANG	6/26/2023 07/23 - RENT	3,640.00
311414	PLANCONNECT	5/31/2023 01/2023-03/2023 - QUARTERLY FEE	100.00
311394	Play Versus Inc	5/26/2023 PLAY VS ESPORTS SINGLE PLAYER PASS -SPRING 2023 SEASON	320.00
311365	Pony Parties & Rentals	5/19/2023 1.5 HOURS PATTING ZOO AT SCHOOL EVENT 5/30/23	375.00
311295	PRN NURSING CONSULTANTS, LLC	5/4/2023 4/17/23- EPIPEN TRAINING	730.00
311423	PRN NURSING CONSULTANTS, LLC	6/7/2023 4/24- SPECIAL ED SERVICE	940.00
311322	PUROSERVE	5/11/2023 5/23- RO RENTAL	185.90
311354	PUROSERVE	5/17/2023 5/23- CABINET RENTAL	130.30
311465	PUROSERVE	6/14/2023 6/23- FILTER SERVICE	316.20
311336	Quadient Finance USA, Inc.	5/11/2023 04/08/23 - EQUIPMENT RENTAL- POSTAGE MACHINE	124.97
311425	Quadient Finance USA, Inc.	6/7/2023 5/5/23 POSTAGE	300.00
311489	Quadient Finance USA, Inc.	6/16/2023 EQUIPMENT RENTAL	340.81
311458	QUADIENT LEASING USA, INC.	6/14/2023 07/23-10/23- POSTAGE MACHINE LEASING	231.62
311290	REGENTS UNIVERSITY OF CALIFORNIA LOS ANGELES	5/4/2023 4/27/23 - 7TH GRADE STUDENTS TEAM BUILDING EVENT TO OUTDOOR ADVENTURES	4,850.64
311450	RELAY/GSE	6/12/2023 4/26/23 - INSTRUCTIONAL LEADERSHIP PROFESSIONAL LA PRINCIPAL	30,000.00
311497	RELAY/GSE	6/21/2023 6/16/23 - PROFESSIONAL LEARNING	33,000.00
311332	REPUBLIC SERVICES #902	5/11/2023 5/23- WASTE DISPOSAL SERVICE	1,492.90
311451	REPUBLIC SERVICES #902	6/14/2023 6/23- WASTE DISPOSAL SERVICE	1,492.90
311345	REVOLUTION FOODS, PBC	5/11/2023 3/23 - STUDENT MEALS	30,441.08
311353	REVOLUTION FOODS, PBC	5/17/2023 4/23 - MEAL	28,891.00
311371	REVOLUTION FOODS, PBC	5/23/2023 4/23 - STUDENT MEALS	34,459.10
311466	REVOLUTION FOODS, PBC	6/14/2023 5/23 - STUDENTS' MEAL	41,788.90
311341	RICOH USA Inc.	5/11/2023 5/13-6/12/23- COPIER LEASE	2,599.33
311358	RICOH USA Inc.	5/17/2023 4/20-5/19/23- COPIER LEASE	281.91
311429	RICOH USA Inc.	6/7/2023 6/13-7/12/23- COPIER LEASE	2,599.33
311468	RICOH USA Inc.	6/14/2023 5/20-6/19/23- COPIER LEASE	2,598.81
311357	Rise & Shine Catering	5/17/2023 6/9/23 - BREAKFAST BUFFET FOR 8TH GRADE STUDENTS	2,075.03
311433	RUDY OLIVARES-HERNANDEZ	6/7/2023 6/23 - FINAL CHECK	1,624.79
311444	SABRINA KINDER	6/12/2023 6/15 - FINAL CHECK	2,350.33

311445	SABRINA KINDER	6/12/2023	6/30 - FINAL CHECK	2,350.33
311392	San Fernando Valley Japanese American Community Center	5/26/2023	06/23 - RENT	12,535.00
311515	San Fernando Valley Japanese American Community Center	6/26/2023	07/23 - RENT	12,535.00
311400	SCHOOLMINT, INC	5/31/2023	7/1/23-6/30/24- NON INSTRUCTIONAL SOFTWARE	4,320.00
311317	SCOOT EDUCATION INC.	5/11/2023	4/27/23- SUBSTITUTE SERVICE	319.00
311382	SCOOT EDUCATION INC.	5/26/2023	5/8-5/12/23- SUBSTITUTE SERVICE	1,914.00
311401	SCOOT EDUCATION INC.	5/31/2023	5/15-5/19/23- SUBSTITUTE SERVICES	2,045.00
311419	SCOOT EDUCATION INC.	6/7/2023	5/22-5/26/23- SUBSTITUTE SERVICE	4,307.00
311488	SCOOT EDUCATION INC.	6/16/2023	6/5-6/9/23- SUBSTITUTE SERVICE	6,030.00
311344	SFVJLI	5/11/2023	05/23 & 06/23 - LEASE ADDENDUM	1,350.00
311305	SHERRI PRESTON	5/4/2023	INGREDIENTS FOR COOKING VEGAN CLUB	147.01
311476	SILVERIO PELAYO	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311411	SIX FLAGS MAGIC MOUNTAIN	5/31/2023	6/17/23-FIELD TRIP TO SIX FLAG GENERAL ADMISSION TICKETS	4,103.43
311513	SKY SPORTSWEAR	6/22/2023	SCREEN PRINTING - T-SHIRTS	500.00
311486	SOUTHERN CALIFORNIA GAS COMPANY	6/14/2023	4/13-5/12/23- GAS CHARGES	505.71
311324	Sparkletts	5/11/2023	04/20/23 - WATER BOTTLED SERVICE	95.43
311369	Sparkletts	5/23/2023	4/23- WATER BOTTLED SERVICES	331.74
311460	Sparkletts	6/14/2023	5/23- WATER BOTTLED SERVICE	416.66
311306	SPECIAL EDUCATION LEADERSHIP FELLOWSHIP	5/4/2023	08/01/22 - TECHNICAL ASSISTANCE SELF'S LOS ANGELES & NATIONAL LEADER COH	18,800.00
311413	STACEY HILL	5/31/2023	4/17-5/8/23- WS SUPERVISION	400.00
311347	TEACHTOWN	5/11/2023	TEACH TOWN HIGH SCHOOL ALT CURRICULUM SUBSCRIPTION	299.17
May 2023	Teresa Sale Benefits Consultant	5/1/2023	05/23 - HEALTH PREMIUMS AND PRIOR MONTH ADJUSTMENTS	84,137.95
June 2023	Teresa Sale Benefits Consultant	6/4/2023	06/23 - HEALTH PREMIUMS	87,491.01
July 2023	Teresa Sale Benefits Consultant	6/30/2023	07/23 - HEALTH PREMIUMS	98,379.47
311301	The Education Team	5/4/2023	4/11-4/14/23- SUBSTITUTE SERVICE	1,834.86
311326	The Education Team	5/11/2023	4/17-4/21/23- SUBSTITUTE SERVICE	5,861.60
311389	The Education Team	5/26/2023	4/21-4/28/23- SUBSTITUTE SERVICE	4,392.12
311402	The Education Team	5/31/2023	5/8-5/12/23- SUBSTITUTE SERVICE	3,926.87
311427	The Education Team	6/7/2023	5/8-5/12/23- SUBSTITUTE SERVICE	1,160.33
311490	The Education Team	6/16/2023	5/22-5/26/23- SUBSTITUTE SERVICE	7,142.39
311506	The Education Team	6/22/2023	5/22-5/26/23- SUBSTITUTE SERVICE	1,127.13
311505	Therapro, INC	6/22/2023	6/14/23 - MVPT-4 RECORD FORMS	110.00
311292	Think Together	5/4/2023	4/23- INSTALLMENT #10 COMPREHENSIVE MANAGEMENT OF ASES	38,497.14
311435	Think Together	6/9/2023	INSTALLMENT 1 OF 1 PER MOU NON-INSTRUCTIONAL DAYS SERVICE FOR STUDENTS	15,212.00
311348	TIA CHUCHA'S CENTRO CULTURAL & BOOKSTORE	5/11/2023	BOOKS MATERIALS	946.08
311337	TIME WARNER CABLE	5/11/2023	5/23- INTERNET ACC# 2611	1,198.12
311359	TIME WARNER CABLE	5/17/2023	5/23- INTERNET ACC# 0338	161.12
311385	TIME WARNER CABLE	5/26/2023	5/9-6/8/23- INTERNET ACC#8077	3,360.60
311470	TIME WARNER CABLE	6/14/2023	5/31-6/30/23- INTERNET ACC#2611	2,828.30
311495	TIME WARNER CABLE	6/16/2023	6/23- INTERNET ACC# 0338	161.12
311380	TOTAL EDUCATION SOLUTIONS	5/26/2023	4/23- SPECIAL ED SERVICES	7,692.50
311409	UNIVERSAL STUDIOS HOLLYWOOD	5/31/2023	6/24/23- FIELD TRIP TO UNIVERSAL STUDIOS TICKETS FEES	5,146.00
311416	UNUM	5/31/2023	06/23 - DISABILITY	2,290.64
311484	VALINDA MENESES	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311330	VASHON NUTT	5/11/2023	03/29/23 - SECTION 504 WEBINAR	75.00
311298	WAXIE SANITARY SUPPLY	5/4/2023	CUSTODIAL SUPPLIES	224.79
311477	YESENIA VARGAS	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311329	YESENIA ZUBIA	5/11/2023	HOLIDAY INN EXPRESS- 3/12-3/14/23 LODGING FOR MORCS OVERSIGHT VISIT	528.32
311408	YOLANDA FUENTES	5/31/2023	FOOD AND SHIRTS FOR STUDENTS	155.18
311473	YOLANDA FUENTES	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311417	YONDR INC	6/7/2023	Reissue check for Inv# AT828	8,949.40
311485	YONINA DORADO	6/14/2023	6/19/23- 6/24/23 MEAL PER DIEM FOR ATLANTA CONFERENCE	407.00
311312	YPI Charter Schools, Inc	5/5/2023	Transfer Funds from PWB to CCU	6,300,000.00
311432	YVETTE KING-BERG	6/7/2023	2023 CALIFORNIA CHARTER SCHOOLS CONFERENCE REGISTRATION FEE FOR. D. GA	599.00
				7,555,203.70

Coversheet

FY23-24 YPICS September Financials and Check Registers

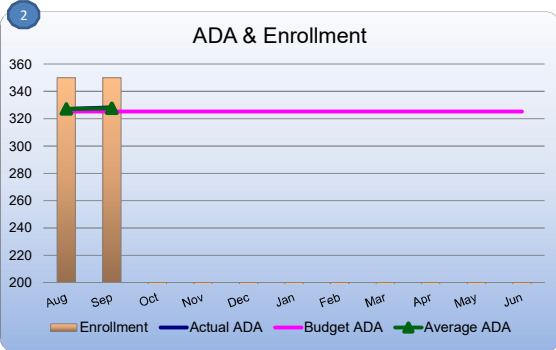
Section: V. Items Scheduled For Action
Item: C. FY23-24 YPICS September Financials and Check Registers
Purpose: Vote
Submitted by:
Related Material: 23-24 YPICS Financials Board Packet 09.23.pdf

BERT CORONA CHARTER SCHOOL - Financial Dashboard (September 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 4 students above budget, resulting in a \$48K increase in LCFF Revenue.

Forecast includes \$984K of restricted one-time funds. An additional \$943K remains available to spend through FY27/28.

Lower enrollment at MORCS increased LCS allocation by \$41K

New ASC-842 Lease standart implementation resulting in \$33K increase in rent cost.

3 Average Daily Attendance Analysis

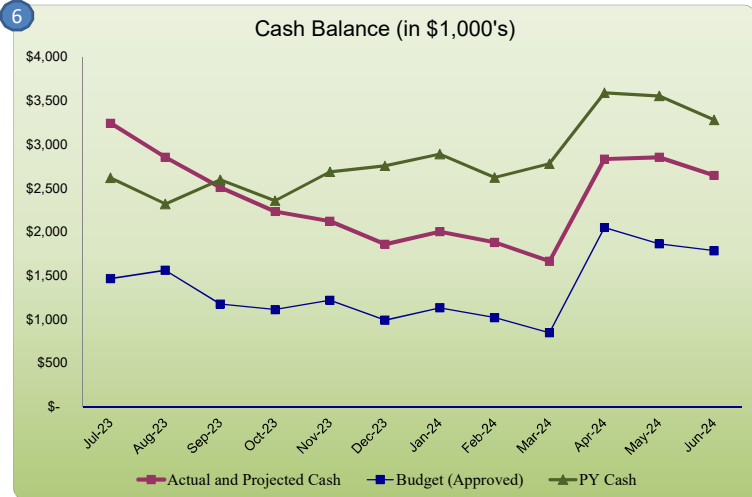
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	350	350	346	4	0	333
ADA %	93.8%	94.0%	94.0%	-0.0%	0.0%	92.0%
Average ADA	327.69	328.65	325.24	3.41	0.00	307.25

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	87.9%	87.7%	-0.1%	87.8%
3-Year Average %	86.7%	86.6%	-0.1%	87.0%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		FY 23-24 YTD			Historical	
	As of 09/30/23	FY 23-24 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	4,634,077	4,585,888	48,189	509,059	516,938	(7,879)	4,005,725	3,757,942
Federal Revenue	1,497,962	1,447,875	50,088	24,602	19,541	5,060	1,218,493	2,303,579
State Revenue	1,372,189	1,331,900	40,289	1,040,130	20,598	1,019,532	1,542,496	489,385
Other Local Revenue	444,446	400,719	43,727	88,075	80,424	7,651	356,226	951,200
Grants/Fundraising	25,500	25,500	0	1,358	3,247	(1,889)	22,447	36,957
TOTAL REVENUE	7,974,174	7,791,881	182,293	1,663,224	640,748	1,022,476	7,145,386	7,539,062
<i>Total per ADA</i>	24,263	23,957	306				23,256	24,367
<i>w/o Grants/Fundraising</i>	24,186	23,879	307				23,183	24,247
Certificated Salaries	2,316,562	2,290,162	(26,400)	476,483	482,327	5,845	1,882,882	1,596,989
Classified Salaries	1,146,881	1,087,410	(59,471)	204,571	177,642	(26,929)	900,343	730,580
Benefits	984,030	1,001,456	17,426	242,993	223,584	(19,409)	870,042	667,017
Student Supplies	958,993	864,135	(94,858)	287,853	343,443	55,590	865,254	630,309
Operating Expenses	2,428,466	2,343,324	(85,142)	605,363	586,627	(18,736)	2,459,681	3,363,915
Other	95,602	80,246	(15,356)	25,081	22,127	(2,954)	94,050	102,427
TOTAL EXPENSES	7,930,534	7,666,733	(263,801)	1,842,342	1,835,750	(6,593)	7,072,252	7,091,237
<i>Total per ADA</i>	24,131	23,573	(558)				23,018	22,919
NET INCOME / (LOSS)	43,640	125,148	(81,508)	(179,118)	(1,195,001)	1,015,883	73,134	447,826
OPERATING INCOME	139,242	205,394	(66,152)	(154,038)	(1,150,747)	996,710	167,184	550,252



7 Balance Sheet

Balance Sheet	6/30/2023	9/30/2023	6/30/2024 FC
Assets			
Cash, Operating	3,280,772	2,508,443	2,646,372
Cash, Restricted	0	0	0
Accounts Receivable	1,798,923	614,631	1,215,579
Due From Others	7,493	7,065	7,065
Other Assets	2,179,059	2,100,633	2,158,733
Net Fixed Assets	510,251	527,892	457,371
Total Assets	7,776,497	5,758,665	6,485,120
Liabilities			
A/P & Payroll	820,548	422,625	391,927
Due to Others	666,112	229,917	764,313
Deferred Revenue	1,004,596	0	0
Other Liabilities	1,969,647	1,969,647	1,969,647
Total Debt	0	0	0
Total Liabilities	4,460,903	2,622,189	3,125,886
Equity			
Beginning Fund Bal.	3,242,461	3,315,594	3,315,594
Net Income/(Loss)	73,134	(179,118)	43,640
Total Equity	3,315,594	3,136,476	3,359,234
Total Liabilities & Equity	7,776,497	5,758,665	6,485,120

Year-End Cash Balance

Projected	Budget	Variance
2,646,372	1,786,152	860,220

Days Cash on Hand	172	117	123
Cash Reserve %	47.0%	32.0%	33.8%





BERT CORONA CHARTER SCHOOL

Financial Analysis

September 2023

Net Income

Bert Corona Charter School is projected to achieve a net income of \$44K in FY23-24 compared to \$125K in the board approved budget. Reasons for this negative \$82K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2023, the school's cash balance was \$2.51M. By June 30, 2024, the school's cash balance is projected to be \$2.65M, which represents a 34% reserve.

As of September 30, 2023, the Accounts Receivable balance was \$615K, down from \$689K in the previous month, due to the receipt of revenue earned in FY22-23.

As of September 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$423K, compared to \$462K in the prior month.

As of September 30, 2023, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$7.97M, which is \$182K or 2.3% over budgeted revenue of \$7.79M.

Interest - is projected to be over budget by \$47K.

Expenses

Total expenses for FY23-24 are projected to be \$7.93M, which is \$264K or 3.4% over budgeted expenditures of \$7.67M.

Core Curriculum are projected to be higher than budget by \$27K

Books & Other Reference Materials are projected to be higher than budget by \$25K

Nutrition Program Food Supplies are projected to be higher than budget by \$43K due to higher cost rates for the nutrition program. Higher revenue rates offset the additional expense

Rent Expense is projected to be higher than budget by \$33K due to implementing the new lease standard.

Intra-Agency Fees are projected to be higher than budget by \$41K due to lower enrollment at MORCS

ADA

Budgeted P2 ADA is 325.24 based on enrollment of 346 and a 94.0% attendance rate.

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



Forecast P2 ADA is 328.65 based on enrollment of 350 and a 94.0% attendance rate.

Actual ADA through Month 2 is 327.69 with ending enrollment of 350 and a 93.8% attendance rate.

In Month 2, ADA was 328.28 with a 93.9% attendance rate.

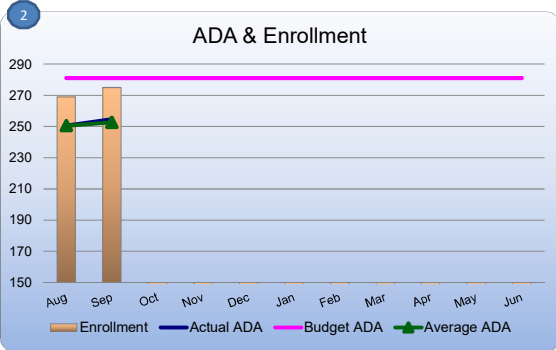
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSENIOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (September 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 22 students below budget, resulting in a \$319K decrease in LCFF Revenue.

Forecast includes \$1.04M of restricted one-time funds. An additional \$1.06M remains available to spend through FY27/28.

LCS allocation reduced by \$75K due to lower enrollment

Interest Income is projected to be \$90K

3 Average Daily Attendance Analysis

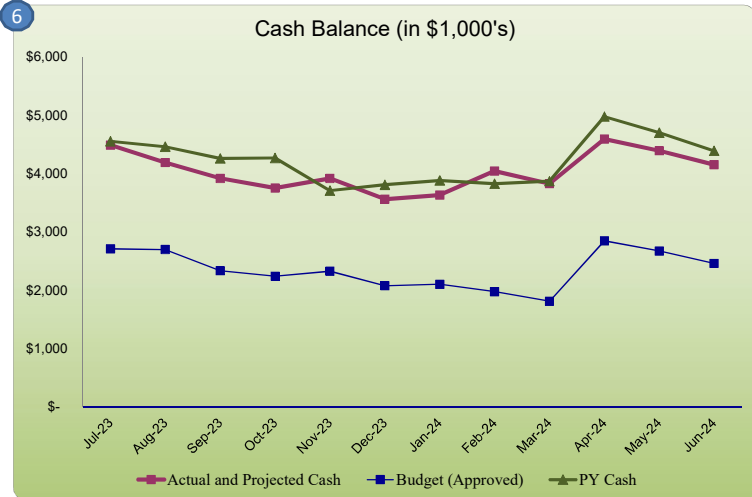
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	275	277	299	(22)	0	280
ADA %	94.0%	94.0%	94.0%	-0.0%	0.0%	92.0%
Average ADA	252.63	258.37	281.06	(22.69)	0.00	254.51

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.7%	95.7%	0.0%	95.7%
3-Year Average %	95.9%	95.9%	0.0%	95.5%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		FY 23-24 YTD			Historical	
	As of 09/30/23	FY 23-24 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	3,703,466	4,022,476	(319,009)	426,171	433,517	(7,346)	3,360,632	3,333,185
Federal Revenue	1,388,753	1,552,032	(163,279)	180,120	8,272	171,848	1,090,004	919,125
State Revenue	1,076,611	911,077	165,535	1,150,513	15,341	1,135,173	1,621,764	260,307
Other Local Revenue	369,095	260,469	108,625	74,818	54,262	20,556	400,778	846,358
Grants/Fundraising	5,000	5,000	0	1,000	500	500	11,460	40,750
TOTAL REVENUE	6,542,925	6,751,054	(208,129)	1,832,622	511,891	1,320,732	6,484,638	5,399,725
<i>Total per ADA</i>	25,324	24,020	1,304				25,479	19,693
<i>w/o Grants/Fundraising</i>	25,305	24,002	1,302				25,434	19,544
Certificated Salaries	2,040,846	2,222,794	181,948	377,900	437,706	59,806	1,605,293	1,532,235
Classified Salaries	985,089	903,811	(81,277)	195,865	165,464	(30,401)	774,512	554,472
Benefits	844,725	830,996	(13,730)	211,623	178,240	(33,382)	710,560	537,821
Student Supplies	715,883	653,272	(62,611)	208,064	259,992	51,928	628,998	609,929
Operating Expenses	1,778,634	1,817,346	38,713	410,922	454,416	43,494	1,869,871	1,650,127
Other	934,952	926,202	(8,750)	234,788	235,860	1,072	946,401	969,915
TOTAL EXPENSES	7,300,128	7,354,421	54,293	1,639,161	1,731,679	92,518	6,535,634	5,854,498
<i>Total per ADA</i>	28,255	26,167	(2,088)				25,679	21,351
NET INCOME / (LOSS)	(757,203)	(603,367)	(153,836)	193,461	(1,219,788)	1,413,249	(50,996)	(454,774)
OPERATING INCOME	32,584	177,670	(145,086)	392,692	(821,325)	1,214,018	750,487	366,070



7 Balance Sheet

Balance Sheet	6/30/2023	9/30/2023	6/30/2024 FC
Assets			
Cash, Operating	4,393,392	3,919,471	4,153,453
Cash, Restricted	0	0	0
Accounts Receivable	1,423,727	596,109	776,528
Due From Others	127	115	115
Other Assets	51,303	7,046	60,914
Net Fixed Assets	25,870,003	25,670,361	25,154,806
Total Assets	31,738,552	30,193,103	30,145,816
Liabilities			
A/P & Payroll	595,132	338,208	310,760
Due to Others	768,874	425,065	1,491,546
Deferred Revenue	1,145,408	11,314	11,314
Other Liabilities	0	0	0
Total Debt	7,111,268	7,107,391	6,971,735
Total Liabilities	9,620,682	7,881,978	8,785,355
Equity			
Beginning Fund Bal.	22,168,866	22,117,870	22,117,870
Net Income/(Loss)	(50,996)	193,255	(757,409)
Total Equity	22,117,870	22,311,125	21,360,461
Total Liabilities & Equity	31,738,552	30,193,102	30,145,816
Days Cash on Hand	280	220	233
Cash Reserve %	76.6%	60.2%	63.8%

Year-End Cash Balance

Projected	Budget	Variance
4,153,659	2,460,242	1,693,417





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

September 2023

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$757K in FY23-24 compared to -\$603K in the board approved budget. Reasons for this negative \$154K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2023, the school's cash balance was \$3.92M. By June 30, 2024, the school's cash balance is projected to be \$4.15M, which represents a 64% reserve.

As of September 30, 2023, the Accounts Receivable balance was \$596K, down from \$635K in the previous month, due to the receipt of revenue earned in FY22-23.

As of September 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$338K, compared to \$382K in the prior month.

As of September 30, 2023, MORCS had a debt balance of \$7.11M compared to \$7.11M in the prior month. An additional \$136K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$6.54M, which is \$208K or 3.1% under budgeted revenue of \$6.75M.

LCFF Revenue – is projected to be below budget by \$319K due to lower ADA

ELOP Revenue - is projected to be above budget by \$77K

Interest - is projected to be over budget by \$90K.

Expenses

Total expenses for FY23-24 are projected to be \$7.30M, which is \$54K or 0.7% under budgeted expenditures of \$7.35M.

Certificated Salaries are projected to be lower than budget by \$182K

Core Curriculum are projected to be higher than budget by \$20K

Books & Other Reference Materials are projected to be higher than budget by \$42K

Intra-Agency Fees are projected to be lower than budget by \$75K due to the lower ADA

ADA

Budgeted P2 ADA is 281.06 based on enrollment of 299 and a 94.0% attendance rate.

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



Forecast P2 ADA is 258.37 based on enrollment of 277 and a 94.0% attendance rate.

Actual ADA through Month 2 is 252.63 with ending enrollment of 275 and a 94.0% attendance rate.

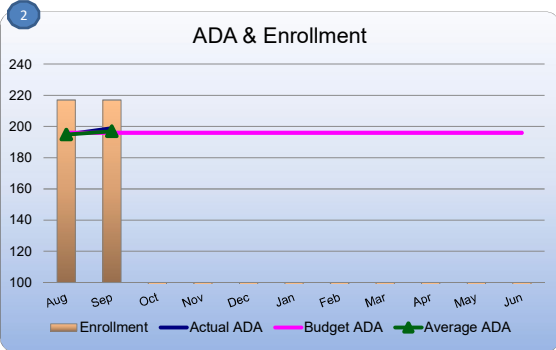
In Month 2, ADA was 254.67 with a 93.5% attendance rate.

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 (September 2023)

1 Key Performance Indicators

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



KEY POINTS

Enrollment is currently 6 students above budget, resulting in a \$73K increase in LCFF Revenue.

Forecast includes \$682K of restricted one-time funds. An additional \$171K remains available to spend through FY27/28.

Lower enrollment at MORCS increased LCS allocation by \$74K

3 Average Daily Attendance Analysis

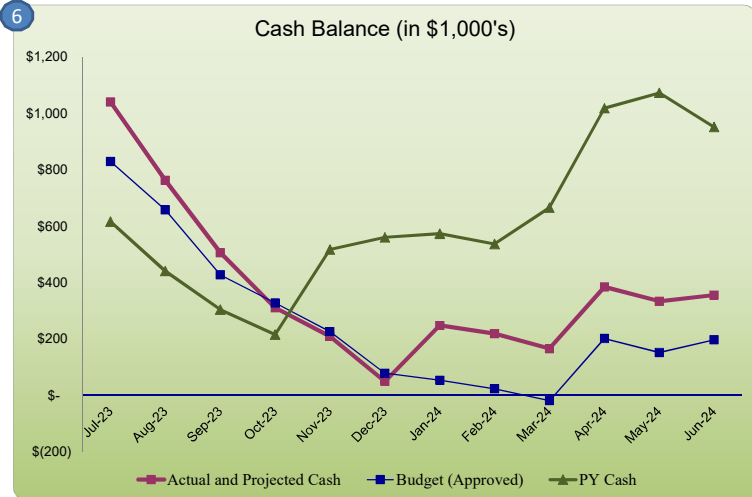
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	217	219	213	6	0	210
ADA %	92.7%	92.2%	92.0%	0.2%	0.0%	89.0%
Average ADA	196.91	200.30	195.96	4.34	0.00	180.50

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	92.0%	91.8%	-0.2%	92.0%
3-Year Average %	90.7%	90.7%	-0.1%	91.1%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		FY 23-24 YTD			Historical	
	As of 09/30/23	FY 23-24 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	3,413,837	3,340,677	73,160	405,509	400,022	5,487	2,844,385	2,663,031
Federal Revenue	582,774	566,077	16,697	11,418	11,480	(62)	793,417	319,149
State Revenue	787,650	788,121	(470)	665,929	648,455	17,473	303,265	55,187
Other Local Revenue	243,109	226,790	16,319	45,246	45,931	(685)	276,601	498,496
Grants/Fundraising	25,389	20,000	5,389	6,886	1,132	5,753	34,967	42,408
TOTAL REVENUE	5,052,759	4,941,664	111,095	1,134,987	1,107,021	27,966	4,252,636	3,578,271
<i>Total per ADA</i>	25,226	25,218	8				23,560	21,521
<i>w/o Grants/Fundraising</i>	25,099	25,116	(16)				23,367	21,266
Certificated Salaries	1,659,745	1,634,020	(25,725)	329,764	301,626	(28,138)	1,417,641	1,205,361
Classified Salaries	802,064	805,110	3,046	172,663	152,480	(20,183)	554,770	467,551
Benefits	804,002	805,747	1,746	211,267	175,174	(36,093)	637,399	509,496
Student Supplies	383,696	359,556	(24,139)	94,310	165,481	71,171	381,289	236,691
Operating Expenses	1,337,511	1,244,752	(92,758)	391,524	311,668	(79,857)	1,210,932	1,026,636
Other	58,118	39,111	(19,007)	15,041	10,793	(4,249)	44,291	44,748
TOTAL EXPENSES	5,045,135	4,888,298	(156,837)	1,214,569	1,117,221	(97,348)	4,246,322	3,490,483
<i>Total per ADA</i>	25,188	24,945	(243)				23,525	20,993
NET INCOME / (LOSS)	7,624	53,366	(45,742)	(79,582)	(10,200)	(69,382)	6,314	87,788
OPERATING INCOME	65,742	92,478	(26,735)	(64,541)	11,386	(75,926)	50,605	132,536



Year-End Cash Balance

Projected	Budget	Variance
355,414	197,082	158,331

7 Balance Sheet

Balance Sheet	6/30/2023	9/30/2023	6/30/2024 FC
Assets			
Cash, Operating	951,936	506,141	355,414
Cash, Restricted	0	0	0
Accounts Receivable	745,981	247,651	540,976
Due From Others	404	375	375
Other Assets	39,876	(0)	41,869
Net Fixed Assets	67,286	150,634	107,556
Total Assets	1,805,482	904,802	1,046,191
Liabilities			
A/P & Payroll	402,041	245,876	335,595
Due to Others	134,748	133,993	98,458
Deferred Revenue	664,469	0	0
Other Liabilities	0	0	0
Total Debt	(0)	(0)	(0)
Total Liabilities	1,201,257	379,869	434,052
Equity			
Beginning Fund Bal.	597,911	604,225	604,225
Net Income/(Loss)	6,314	(79,582)	7,624
Total Equity	604,225	524,643	611,849
Total Liabilities & Equity	1,805,482	904,512	1,045,901
Days Cash on Hand	83	37	26
Cash Reserve %	22.7%	10.1%	7.1%





Bert Corona Charter High School Financial Analysis September 2023

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$8K in FY23-24 compared to \$53K in the board approved budget. Reasons for this negative \$46K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2023, the school's cash balance was \$506K. By June 30, 2024, the school's cash balance is projected to be \$355K, which represents a 7% reserve.

As of September 30, 2023, the Accounts Receivable balance was \$248K, down from \$273K in the previous month, due to the receipt of revenue earned in FY22-23.

As of September 30, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$246K, compared to \$280K in the prior month.

As of September 30, 2023, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$5.05M, which is \$111K or 2.2% over budgeted revenue of \$4.94M.

LCFF Revenue – is projected to be above budget by \$73K due to higher enrollment and ADA.

Expenses

Total expenses for FY23-24 are projected to be \$5.05M, which is \$157K or 3.2% over budgeted expenditures of \$4.89M.

Nutrition Program Food Supplies are projected to be higher than budget by \$24K due to higher cost rates for the nutrition program and higher student participation rates. The additional expense is offset by higher revenue rates

Intra-Agency Fees are projected to be higher than budget by \$74K due to the lower enrollment at MORCS

ADA

Budgeted P2 ADA is 195.96 based on enrollment of 213 and a 92.0% attendance rate.

Forecast P2 ADA is 200.30 based on enrollment of 219 and a 92.2% attendance rate.

Actual ADA through Month 2 is 196.91 with ending enrollment of 217 and a 92.7% attendance rate.

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



In Month 2, ADA was 198.89 with a 92.1% attendance rate.

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

**YPI Charter Schools
Check Register
From 07/01/23 to 09/30/23**

Check #	Vendor Name	Date	Description	Amount
311588	7 LAYER IT SOLUTIONS, INC.	7/13/2023	7/23- PLATINUM NETWORK DEVICE PACKAGE	1,370.00
311648	7 LAYER IT SOLUTIONS, INC.	7/27/2023	07/30/2023- 07/29/2024 - SMARTNET RENEWAL FOR: CISCO 4331 ROUTER	849.00
311810	7 LAYER IT SOLUTIONS, INC.	9/15/2023	09/23 - PLATINUM NETWORK DEVICE PACKAGE	1,370.00
A012785	7 LAYER IT SOLUTIONS, INC.	9/21/2023	8/23- PLATINUM NETWORK DEVICE PACKAGE	1,370.00
311839	7 LAYER IT SOLUTIONS, INC.	9/27/2023	CISCO ROUTER AND SMARTNET	15,699.41
311564	ACCUTRAIN CORPORATION	7/6/2023	6/20-6/24/23 REGISTRATION FOR INNOVATIVE SCHOOL SUMMIT-V. MENESES, J. SEPU	9,600.00
311571	ADELANTE EDUCATIONAL SERVICES, INC	7/7/2023	UPDATE RENEWAL ELEMENTS 1-2/3 PER AB 1505 AND LAUSD REQUIREMENTS	7,000.00
311741	ADVANCED LIQUIDATORS, INC.	8/23/2023	FURNITURE	3,604.74
311530	AFLAC WORLDWIDE HEADQUARTERS	7/6/2023	6/23- PREMIUM	1,471.56
311650	AFLAC WORLDWIDE HEADQUARTERS	7/27/2023	7/23- PREMIUM	1,587.66
311752	AFLAC WORLDWIDE HEADQUARTERS	8/29/2023	8/24- PREMIUM	1,492.88
311833	AFLAC WORLDWIDE HEADQUARTERS	9/27/2023	9/23- PREMIUM	1,471.56
311560	Amazon Capital Services	7/6/2023	POSTAGE STAMP (ROLL OF 100 STAMPS)	543.59
311613	Amazon Capital Services	7/26/2023	OFFICE SUPPLIES	1,368.40
311651	Amazon Capital Services	7/27/2023	PE & SPORT EQUIPMENT	326.53
311656	Amazon Capital Services	8/1/2023	STUDENT MATERIALS	871.27
311681	Amazon Capital Services	8/9/2023	STUDENT MATERIALS1	5,445.32
311690	Amazon Capital Services	8/16/2023	STUDENT MATERIALS3	23,603.80
311730	Amazon Capital Services	8/23/2023	EVERYDAY SEL IN HIGH SCHOOL	5,918.57
311746	Amazon Capital Services	8/29/2023	BOOKS	1,911.23
311773	Amazon Capital Services	8/31/2023	USB C HUB WITH 100W CHARGING	267.20
311788	Amazon Capital Services	9/6/2023	48-PACK COMPOSITION NOTEBOOK JOURNALS	3,537.62
P042665	Amazon Capital Services	9/21/2023	SHARPIE FLIP CHART MARKERS	2,725.33
P042933	Amazon Capital Services	9/28/2023	BROTHER SEWING AND QUILTING MACHINE	6,778.15
311519	Amplified IT	7/6/2023	5/23- GOOGLE VOICE USER LICENSE	611.20
311592	Amplified IT	7/13/2023	6/23- GOOGLE VOICE	442.18
311657	Amplified IT	8/1/2023	6/23- GOOGLE VOICE USER LICENSE	971.20
311782	ANDREW PAIVA	8/31/2023	9/23 - Final Check	148.23
311583	APPLE INC.	7/7/2023	COMPUTERS	147,639.63
311646	APPLE INC.	7/27/2023	30W USB-C POWER ADAPTER PART NUMBER MY1W2AMA	1,281.15
311621	AT&T	7/26/2023	6/23- FAX SERVICE	176.21
311703	AT&T	8/16/2023	7/23- FAX SERVICE	176.71
311800	AT&T	9/15/2023	8/23 - FAX SERVICE	187.49
311596	AT&T MOBILITY	7/13/2023	06/20 - 07/19/23 - CELLPHONES AND HOTSPOTS	2,604.91
311683	AT&T MOBILITY	8/9/2023	06/20 - 07/19/23 - CELL PHONES	2,575.21
311823	AT&T MOBILITY	9/21/2023	07/20 - 08/19/23 CELLPHONES	2,575.21
311701	A-TECH SYSTEMS	8/16/2023	FIRE ALARM -RETEST COMPLETE	495.00
311821	Basic Pacific	9/21/2023	7/1/23-6/30/24 - FSA PLAN RENEWAL FEE	275.93
311570	BEI CONSTRUCTION, INC.	7/7/2023	EMERGENCY MAG LOCK REPAIR ON MAIN GATE	32,428.76
1000	BERT CORONA CHARTER SCHOOL	7/6/2023	Transfer Funds from CCU to PWB xxxxx6905	1,600,000.00
1001	BERT CORONA CHARTER SCHOOL	9/6/2023	Transfer funds from CCU to PWB xxxxx6905	4,700,000.00
311645	BLUE WAVE	7/27/2023	UNIFORMS	16,370.25
311518	BRENDA CATARINO	7/6/2023	6/19-6/23- INGREDIENTS FOR COOKING CLASS	77.27
311674	BRENDA CATARINO	8/2/2023	Payroll 6/30/23 Stipend	1,437.38
311710	BRIANNA GALVAN	8/16/2023	7/27-7/28/23 - FOOD FOR STUDENTS END OF SUMMER PROGRAM LUAW	106.21
1003864	BRYAN SANCHEZ	7/20/2023	7/23 - FINAL CHECK	1,704.74
311640	BSN SPORTS LLC	7/26/2023	UNIFORMS	12,603.12
311670	BSN SPORTS LLC	8/1/2023	SPORT EQUIPMENT AND UNIFORMS	11,099.50
311652	BUR-CAL TERMITE & PEST CONTROL INC.	7/27/2023	6/28/23- PEST CONTROL	385.00
311632	California IT In Education	7/26/2023	2023- ANNUAL CONFERENCE REGISTRATION FOR R. BRADFORD AND D. CHO	960.00
311815	California IT In Education	9/15/2023	8/14/23-9/13/23 - CITE ACADEMY TECHNOLOGY RECRUITMENT REGISTRATION (R. BR	550.00
311713	CATALINA ALEJO CHIMIL	8/16/2023	SERVE AGUA FRESCA DURING THE DISTRIBUTION OF BACKPACK EVENT	1,500.00
STD06/28	CCU - IP - 0731	7/19/2023	STATEMENT ENDING 6/28/23	400.98
STD06/28	CCU - KB - 0013	7/19/2023	STATEMENT CLOSING 6/28/23	2,236.31
STD06/28	CCU - KF - 0665	7/19/2023	STATEMENT ENDING 06/28/23	649.00
STD06/28	CCU - KM - 0517	7/19/2023	STATEMENT ENDING 6/28/23	4,539.56
STD06/28	CCU - LG - 0178	7/19/2023	STATEMENT ENDING 06/28/23	452.31
STD06/28	CCU - RB - 0112	7/19/2023	STATEMENT CLOSING 06/28/23	264.60
STD06/28	CCU - RD - 0005	7/19/2023	STATEMENT ENDING 06/28/23	2,991.00
STD06/28	CCU - YF - 0194	7/19/2023	STATEMENT ENDING 6/28/23	2,753.94
STD06/28	CCU -DR - 0509	7/19/2023	STATEMENT ENDING 06/28/23	210.16
STD06/28	CCU01- FZ - 0715	7/19/2023	STATEMENT ENDING 06/28/23	2,325.65
311778	CDW GOVERNMENT, INC.	8/31/2023	7/21/23-7/21/24- GOOGLE CHROME MANAGEMENT CONSOLE LICENSE	3,141.25
311578	CHARTER SCHOOL MANAGEMENT CORPORATION	7/7/2023	2023/24- LCAP CONSULTING SERVICE FOR BC, OR, HS	30,000.00
311527	CHARTER SCHOOLS DEVELOPMENT CENTER	7/6/2023	FY23-24 - 1 YEAR CSDC MEMBERSHIP (344)	2,523.00
311795	CHARTER SCHOOLS DEVELOPMENT CENTER	9/12/2023	2023 HR ACADEMY REGISTRATION SEPTEMBER 26-27, 2023 Y. ZUBIA	3,200.00
311843	CHARTER SCHOOLS DEVELOPMENT CENTER	9/27/2023	2023 - CSDC CONFERENCE FREDDY ZEPADA 11/8-11/10/23	1,916.00
311563	CHARTERSAFE	7/6/2023	FY 23-24- WORKERS' COMPENSATION	217,881.00
311818	CHARTERSAFE	9/15/2023	FY 22/23 - WORKER'S COMPENSATION AUDIT	24,645.47
311630	CLIFTONLARSONALLEN LLP	7/26/2023	AUDIT FOR 6/30/23	4,200.00
311776	CLIFTONLARSONALLEN LLP	8/31/2023	6/30/23 - AUDIT	2,362.50
311837	CLIFTONLARSONALLEN LLP	9/27/2023	PROGRESS BILLING IN AUDIT AND TECH & SUPPORT FEE	8,715.00
311733	COOL TEMP HEATING, INC	8/23/2023	8/15/23 - AC REPAIR	1,830.00
311829	COOL TEMP HEATING, INC	9/21/2023	AC REPAIR FAN MOTOR	650.00
1220-Paic	CoVerify Health LLC	9/11/2023	UNINSURED COVID TESTS	7,740.00
1231-Paic	CoVerify Health LLC	9/11/2023	UNINSURED COVID TEST	25,200.00
1232-Paic	CoVerify Health LLC	9/11/2023	UNINSURED COVID TEST	14,904.00
311574	CROSS COUNTRY EDUCATION	7/7/2023	6/12-6/16/23 SPECIAL ED SERVICE	58,566.82
311677	CROSS COUNTRY EDUCATION	8/3/2023	CREDIT FOR 91.25 HOURS OF BID SERVICES	34,564.00
311707	CROSS COUNTRY EDUCATION	8/16/2023	7/23,7/31/2023- SPECIAL ED SERVICE	534.67
311751	CROSS COUNTRY EDUCATION	8/29/2023	8/14-8/17/23- SUBSTITUTE SERVICE	1,969.12
311777	CROSS COUNTRY EDUCATION	8/31/2023	8/17/23 - SUBSTITUTE SERVICE	395.50
311790	CROSS COUNTRY EDUCATION	9/6/2023	8/22/23-8/25/23 - SUBSTITUTE SERVICE	1,582.00

311812	CROSS COUNTRY EDUCATION	9/15/2023	8/28/23-9/1/23 - SUBSTITUTE SERVICE	1,977.50
A012882	CROSS COUNTRY EDUCATION	9/28/2023	9/5-9/8/23- SUBSTITUTE SERVICE	9,755.00
311576	CTL Corporation	7/7/2023	CHROMEBOOKS	129,242.86
311807	CTL Corporation	9/15/2023	(30) CTL CHROMEBOOK	12,110.57
311712	CURRICULUM ASSOCIATES LLC	8/16/2023	I-READY	41,774.07
311542	DENYALE BROWN	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311643	DENYALE BROWN	7/26/2023	SNACKS - LAYS CHIPS, GATORADE	173.50
311706	DENYALE BROWN	8/16/2023	7/17-7/20/23 - PARKING FEE WENT TO MTSS CONFERENCE	75.25
311715	DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT	8/16/2023	2024- REGISTRATION RENEWAL # 7971263S21397	37.00
311694	DESCANSO GARDENS GUILD, INC.	8/16/2023	7/23/23 - BOARD MEMBERS RETREAT	850.00
311569	DIANA OROZCO	7/7/2023	07/23 Final Check	2,359.35
Wire0901	Disneyland Resort	9/1/2023	Disneyland Field Trip	11,748.00
311669	DIVENTURE MARKETING GROUP	8/1/2023	ADVERTISEMENT AND RECRUITMENT	5,288.00
311688	DIVENTURE MARKETING GROUP	8/9/2023	ADVERTISEMENT AND RECRUITMENT	2,456.00
311785	DIVENTURE MARKETING GROUP	9/6/2023	6' TABLE COVER THROW CUSTOM	2,882.00
311599	ECONOMOU LAW GROUP, INC.	7/14/2023	SPED LEGAL PAYOUT - OAH CASE NO. 2023020642	3,800.00
311539	EDWIN CRUZ	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311529	El Milagro Bakery	7/6/2023	6/12-6/16/23 FOOD FOR STAFF DURING CFG/NSRF TEACHER/COACH/ AND ADMINISTF	6,710.00
311768	ELITE SPORTSWEAR, L.P.	8/29/2023	SPORTS EQUIPMENT	4,259.72
311724	ELVIRA ALICIA NAVARRO	8/16/2023	8/8/23- SCHOOL DECORATION SERVICE FOR DISTRIBUTION OF BACKPACK EVENT	550.00
311771	ENOME, INC DBA GOALBOOK	8/29/2023	2023-2024- RENEWAL OF GOALBOOK TOOLKIT ACCESS	6,800.00
311764	ERIC'S COLLISION CENTER INC.	8/29/2023	8/18/23 - VAN #62 COLLISION REPAIR	1,891.98
311609	Eriverto Gonzales	7/18/2023	6/23- MAINTENANCE SERVICE	2,040.00
311723	Eriverto Gonzales	8/16/2023	7/23- MAINTENANCE SERVICE	2,550.00
311739	Eriverto Gonzales	8/23/2023	7/20/23 - DEEP CLEANING AND WAXING CLASSROOM, ELEVATORS AND KITCHENS FL	5,500.00
311793	Eriverto Gonzales	9/6/2023	08/23 - MAINTENANCE SERVICE	3,230.00
311725	EULALIO MUNOZ VILLA	8/16/2023	7/8/23-TACOS SERVED ALONGSIDE DURING THE BACKPACK DISTRIBUTION EVENT	4,600.00
311628	EXED	7/26/2023	6/23 - MANAGEMENT CONTRACT FEE	23,047.08
311737	EXED	8/23/2023	7/23 - MANAGEMENT CONTRACT FEE	24,266.31
311825	EXED	9/21/2023	08/23 - MANAGEMENT CONTRACT FEE	24,158.33
311760	EXPLORE LEARNING	8/29/2023	RENEWAL OF EXTEACH + EL GIZMOS TEACHER AND STUDENTS LICENSE	1,840.00
311684	FRANCISCO TOPETE	8/9/2023	7/11/23- RENTAL CHAIRS AND TABLES FOR STAFF TRAINING	133.50
311673	Freddy Guzman	8/2/2023	Payroll 6/30/23 Stipend	1,563.90
311822	FRESH START HEALTHY MEALS, INC.	9/21/2023	7/23- STUDENTS MEAL	99,189.45
P042932	FRESH START HEALTHY MEALS, INC.	9/28/2023	8/23-SERVER CHARGES	3,628.24
311534	FRONTIER	7/6/2023	6/13-7/12/23- FAX 818 834-8075	272.74
311666	FRONTIER	8/1/2023	7/13-8/12/23- FAX SERVICE	288.15
311758	FRONTIER	8/29/2023	8/13-9/12/23- FAX SERVICE	272.77
311743	GABRIEL CONSTANEDA	8/23/2023	MULTIPLE FLAVORS OF MEXICAN STYLE BOLIS FOR BACKPACK DISTRIBUTION EVEN	700.00
311639	GIGAKOM	7/26/2023	GLOBAL SITE 10GBASE-SR-SFP	147.82
311728	GIGAKOM	8/16/2023	COMPUTER ADAPTER	147.82
311742	GIGAKOM	8/23/2023	GLOBAL SITE- MERAKI MS125-24P ENTERPRISE LICENSE AND SUPPORT 5 YEAR	2,128.32
311535	GREEN WORKS SOLUTIONS	7/6/2023	6/16/23 - MAIN ELECTRICAL SWITCH GEAR FUSES	83,001.00
311631	GREEN WORKS SOLUTIONS	7/26/2023	6/16/23 - BOYS BATHROOM WATER SUPPLY, ROOF RAFTER	3,851.00
311653	GREEN WORKS SOLUTIONS	7/27/2023	6/16/23 - BOYS BATHROOM 4' PORCELAIN WALL TILE	2,570.00
311721	GREEN WORKS SOLUTIONS	8/16/2023	7/17/23 - WINDOWS RMS #A/1/4/5	17,521.00
311803	GREEN WORKS SOLUTIONS	9/15/2023	LUNCH AREA ICE MAKER REFRIGERATION LINES	12,200.00
P042935	GREEN WORKS SOLUTIONS	9/28/2023	8/26/23 - SEWAGE MAIN DRAIN/WATER ADMIN	14,561.00
311595	GUILLERMO ZELAYA	7/13/2023	6/16/23 - LANDSCAPE CONSTRUCTION AROUND THE FENCE INSTALL NEW TRAFFIC S	11,500.00
311572	HARMONY SCHOOL CORPORATION	7/7/2023	8/1/23- ON-SITE WORKSHOP	56,050.00
311845	HARMONY SCHOOL CORPORATION	9/27/2023	JULY 26-27TH, 2023 ON SITE WORKSHOP	8,148.00
311842	HD SUPPLY FACILITIES MAINTENANCE, LTD.	9/27/2023	FILE FOLDER PACK OF 24	34.12
311577	HEARTSET CONSULTING GROUP INC	7/7/2023	7/12 - 7/14/23 AND ONE ADDITIONAL DAY OF PROFESSIONAL DEVELOPMENT	7,500.00
311608	HERNANDEZ JANITORIAL SERVICES	7/18/2023	6/16-6/30/23- MAINTENANCE SERVICE	1,815.00
311634	HERNANDEZ JANITORIAL SERVICES	7/26/2023	7/1-7/15/23- MAINTENANCE SERVICE	825.00
311763	HERNANDEZ JANITORIAL SERVICES	8/29/2023	8/1-8/15/23-MAINTENANCE SERVICE	1,980.00
311794	HERNANDEZ JANITORIAL SERVICES	9/12/2023	7/16-7/31/23- MAINTENANCE SERVICE	1,980.00
311802	HERNANDEZ JANITORIAL SERVICES	9/15/2023	8/16/23-8/31/23 - JANITORIAL SERVICE	1,980.00
P042940	HERNANDEZ JANITORIAL SERVICES	9/28/2023	8/16-8/31/23- MAINTENANCE SERVICE	1,815.00
311626	HESS AND ASSOCIATES, INC.	7/26/2023	FY 2022-23- 4TH QUARTER RETIREMENT REPORT	300.00
311767	HESS AND ASSOCIATES, INC.	8/29/2023	FY 2022-23 4TH QUARTER RETIREMENT REPORT	247.50
311726	HOME DEPOT CREDIT SERVICES	8/16/2023	CUSTODIAL SUPPLIES	60.44
311735	HOME DEPOT CREDIT SERVICES	8/23/2023	CLEANING SUPPLIES	139.16
311828	HOME DEPOT CREDIT SERVICES	9/21/2023	HUSKY SAE/MM COMBO WRENCH	77.14
P042939	HOUGHTON MIFFLIN HARCOURT	9/28/2023	6/3/23-6/2/24 - READING INVENTORY ANNUAL LICENSE SUBSCRIPTION	885.00
311587	IMPACT CANINE SOLUTIONS	7/13/2023	6/7/23- CANINE SERVICE	200.00
311584	INFINITE CAMPUS, INC.	7/7/2023	CLOUD CHOICE APPLICATION HOSTING 8/23-7/24	25,675.10
311798	INFINITE CAMPUS, INC.	9/15/2023	FOOD SERVICE IMPLEMENTATION	150.00
311765	Innovare-Social Innovation Partners	8/29/2023	2023-2024- PLANNING AND MANAGEMENT DATA SYSTEM PACKAGE	41,650.00
311547	IRMA L SEPULVEDA	7/6/2023	7/17-7/20 MEAL PER DIEM DURING MTSS CONFERENCE	164.50
311835	IRONBOX EDUCATION	9/27/2023	BOOKS & REFERENCE MATERIALS	46,686.42
311536	ISIS PENA	7/6/2023	GRADUATION PROGRAM PAPER	231.86
E011788	ITSVAVY LLC	9/28/2023	ADOBE CREATIVE CLOUD FOR ENTERPRISEALL APPS - SUBSCRIPTION RENEWAL	3,999.36
311567	Jaime Martinez	7/6/2023	FY 23- SCHOLA RECRUITER PRO-13 MONTHS	3,500.00
311610	Jaime Martinez	7/18/2023	7/23- SCHOLA RECRUITER PRO-13 MONTHS	7,000.00
311636	Jaime Martinez	7/26/2023	7/23- SCHOLA RECRUITER PRO- 13 MONTHS	3,500.00
311722	Jaime Martinez	8/16/2023	8/23- SCHOLA RECRUITMENT PRO- 13 MONTHS	10,500.00
311797	Jaime Martinez	9/12/2023	9/23 - SCHOLA RECRUITER PRO-13 MONTHS	7,000.00
311813	Jaime Martinez	9/15/2023	9/23 - SCHOLA RECRUITMENT PRO-13 MONTHS	3,500.00
311521	JEANNETTE M CRUZ REIBER	7/6/2023	6/23- MONTHLY CREDENTIAL SERVICE	600.00
311692	JEANNETTE M CRUZ REIBER	8/16/2023	8/23- MONTHLY CREDENTIAL SERVICE	700.00
311796	JEANNETTE M CRUZ REIBER	9/12/2023	9/23 - MONTHLY CREDENTIAL SERVICE	700.00
311551	JENNIFER I. OBANDO-SALGUERO	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	17.25
311799	JENNIFER I. OBANDO-SALGUERO	9/15/2023	MILES TRAVEL TO MTSS CONFERENCE TO ANAHEIM (111.80 MILES) ROUND TRIP	178.73
311550	JOSEPH ARREOLA	7/6/2023	7/17-7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311556	JUAN IGNACIO ZEPEDA CEJA	7/6/2023	5/31/23 - PERFORMANCE	450.00
311538	Karina Favela-Barreras	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311562	Karina Favela-Barreras	7/6/2023	AIRFARE FOR 2023 INNOVATION SUMMIT	13,213.23

311528	KARINA GAMEZ	7/6/2023	ITEMS FOR COOKING CLASS	67.64
311731	KARINA GAMEZ	8/23/2023	CLASSROOM SUPPLIES	58.67
311659	KELLY SPICERS STORES	8/1/2023	OFFICE SUPPLY	829.46
E011787	KELLY SPICERS STORES	9/28/2023	WHITE COPY PAPER	911.59
311558	KEVIN MYERS	7/6/2023	FY22-23 - 1ST AND 2ND PAYMENT FOR VCOE ADMIN INDUCTION PROGRAM	2,600.00
311766	KIMBERLY PISTILLI	8/29/2023	MOVIE EVENT	97.44
311537	LA DEPT. OF WATER AND POWER	7/6/2023	5/17-6/16/23- WATER CHARGES	3,891.01
311594	LA DEPT. OF WATER AND POWER	7/13/2023	4/28-6/29/23 WATER AND SEWER CHARGES	6,777.15
311611	LA DEPT. OF WATER AND POWER	7/18/2023	4/28-5/31/23 ELECTRIC CHARGES	6,167.59
311665	LA DEPT. OF WATER AND POWER	8/1/2023	6/16-7/17/23- ELECTRIC CHARGES	4,293.08
311718	LA DEPT. OF WATER AND POWER	8/16/2023	6/29-8/1/23- ELECTRIC CHARGES	8,500.27
311787	LA DEPT. OF WATER AND POWER	9/6/2023	7/17/23-8/15/23 - SEWER CHARGES	14,526.84
311838	LA DEPT. OF WATER AND POWER	9/27/2023	8/15-9/13/23- SEWER CHARGES	6,364.43
311755	LAKESHORE LEARNING MATERIALS	8/29/2023	CLASSROOM SUPPLIES C. LUC	3,243.04
311779	LAKESHORE LEARNING MATERIALS	8/31/2023	CLASSROOM SUPPLIES D. SHENAVAI	3,478.57
E011789	LAKESHORE LEARNING MATERIALS	9/28/2023	STUDENT MATERIALS3	985.02
311552	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	7/6/2023	5/22-5/30/23 - LEGAL SERVICE	4,292.50
311586	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	7/13/2023	6/30/23- LEGAL SERVICE	3,178.00
311697	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	8/16/2023	7/14- LEGAL SERVICE	117.50
A012883	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	9/28/2023	8/23- LEGAL SERVICE	492.50
311678	LEGO EDUCATION	8/3/2023	STUDENT MATERIAL 1	3,065.62
311597	LIFT ENRICHMENT, INC	7/13/2023	30 HOURS OF VIRTUAL LIVE HEALTHY CULINARY WORKSHOPS	16,040.00
311672	LILIA K GAMEZ	8/2/2023	Payroll 6/30/23 Stipend	288.07
311540	LIZABET GONZALEZ	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311517	LUIS GIRON	7/6/2023	6/23- LANDSCAPING SERVICE	800.00
311617	LUIS GIRON	7/26/2023	7/23- LANDSCAPING SERVICE	1,000.00
311747	LUIS GIRON	8/29/2023	8/23- LANDSCAPING SERVICE	800.00
311774	LUIS GIRON	8/31/2023	8/23 - RESEEDING LAWNS AROUND OFFICE AND ENTRANCE SCHOOL CAMPUS	2,668.68
311582	Luminarias	7/7/2023	4/23- NON SPECIAL EDUCATION THERAPIST SERVICE	12,000.00
311687	Luminarias	8/9/2023	3/23- NON SPECIAL EDUCATION THERAPIST SERVICE	24,000.00
311600	MAJOR METROPOLITAN SECURITY	7/18/2023	8/23- MONITORING SERVICE	990.00
311620	MAJOR METROPOLITAN SECURITY	7/26/2023	8/23 - BURGLAR ALARM MONITORING SERVICE	55.00
311662	MAJOR METROPOLITAN SECURITY	8/1/2023	7/18/23 - REPLACE ALARM SCREEN IN ROOMS 7 AND 14	255.00
311696	MAJOR METROPOLITAN SECURITY	8/16/2023	9/23- FIRE ALARM MONITORING SERVICE	405.00
311819	MAJOR METROPOLITAN SECURITY	9/15/2023	10/23 - MONITORING SERVICE FOR FIRE ALARM	405.00
P042667	MAJOR METROPOLITAN SECURITY	9/21/2023	REPLACE SYSTEM BATTERY	140.00
311522	MARIA FATIMA ORTIZ	7/6/2023	6/24/23- FIELD TRIP TO UNIVERSAL STUDIOS	4,950.00
311714	MARIA FATIMA ORTIZ	8/16/2023	7/24 FIELD TRIP TO CSU ISLANDS	1,400.00
311836	MARIA FATIMA ORTIZ	9/27/2023	TRANSPORTATION FOR STUDENTS FOR FIELD TRIP TO ZUMA BEACH 9/15/23	880.00
311520	MARIANA MYERS	7/6/2023	3/22-3/24/23- UBER FROM THE HOTEL TO CONVENTION CENTER TO THE CAVE CONF	118.13
311523	MARK ROTHENAY	7/6/2023	FEEDER FOR CLASS PET, PLANT SUPPLIES FOR CLASS, MATERIAL FOR CLASS PRO.	754.15
311531	MASERGY CLOUD COMMUNICATIONS, INC	7/6/2023	6/23- COMMUNICATIONS SERVICE	1,833.53
311663	MASERGY CLOUD COMMUNICATIONS, INC	8/1/2023	7/23- COMMUNICATIONS SERVICE	1,834.50
311786	MASERGY CLOUD COMMUNICATIONS, INC	9/6/2023	08/23 - COMMUNICATIONS SERVICE	1,834.50
311649	MCCALLA COMPANY	7/27/2023	CUSTODIAL SUPPLIES2	877.94
E011792	MCCALLA COMPANY	9/28/2023	CUSTODIAL SUPPLIES2	1,072.66
311689	MCLOGAN SUPPLY CO, INC.	8/9/2023	COMPUTER/EQUIPMENT	19,107.36
311642	MERIDIAN STUDENT PLANNERS	7/26/2023	STUDENTS PLANNERS	1,582.19
311163M	MICHAELA MENCER	9/1/2023	FY21-22- STRS EXCESS REFUND	8.56
311526	MICHELLE VILLALOBOS	7/6/2023	PURCHASE ART SUPPLIES FOR ELOP SUMMER SESSION	89.17
311676	MICHELLE VILLALOBOS	8/2/2023	Payroll 6/30/23 Stipend	1,278.03
311637	MOSYLE CORPORATION	7/26/2023	FY 23-24- MOSYLE MANAGER LICENSE FEE	8,398.50
311555	NALLELY BRAVO	7/6/2023	CLASS BOOKS SOFTCOVER	420.36
311658	NEARPOD, INC.	8/1/2023	23-24- NEARPOD PREMIUM	16,235.00
311691	Newsela, Inc.	8/16/2023	6/25/23-6/24/24 - NEWSELA STUDENT MATERIALS	28,654.08
311693	NoRedink Corp.	8/16/2023	2023-2024- NOREDINK PREMIUM STUDENTS LICENSES	5,100.00
P042937	NOTABLE, INC.	9/28/2023	10/5/23-10/5/2024-KAMI SCHOOL PLAN RENEWAL OF CURRENT LICENSE	3,240.00
311543	OSCAR RODRIGUEZ	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311641	PANTAGES THEATRE	7/26/2023	FIELD TRIP HOUSE FEE	3,755.00
311638	PARENT EDUCATION BRIDGE FOR STUDENT ACHIEVEM	7/26/2023	PARENT EDUCATION (10) WORKSHOP SERIES- PARENT UNIVERSITY	5,992.00
311695	PBIS REWARDS	8/16/2023	PBIS REWARDS	1,450.00
311607	PETER HUANG AND LORETTA HUANG	7/18/2023	6/8-7/10/23- ELECTRIC CHARGES	524.14
311654	PETER HUANG AND LORETTA HUANG	7/28/2023	08/23 - RENT	3,640.00
311720	PETER HUANG AND LORETTA HUANG	8/16/2023	7/10-8/11-23- ELECTRIC CHARGES	726.60
311783	PETER HUANG AND LORETTA HUANG	8/31/2023	09/23 - RENT	3,640.00
311817	PETER HUANG AND LORETTA HUANG	9/15/2023	8/10/23-9/7/23 - ELECTRIC CHARGES	630.49
311847	PETER HUANG AND LORETTA HUANG	9/29/2023	10/23 - RENT	3,640.00
311589	PLANCONNECT	7/13/2023	QUARTER FEE APRIL- JUNE 20,23	100.00
311770	PRESIDENT'S EDUCATION AWARDS PROGRAM	8/29/2023	AWARDS FOR STUDENTS (225 \$3.50 @)	757.88
311561	PRN NURSING CONSULTANTS, LLC	7/6/2023	5/2/23- SPECIAL ED SERVICE	1,175.00
311629	PRN NURSING CONSULTANTS, LLC	7/26/2023	6/27/23- SPECIAL ED SERVICE	235.00
311820	PRN NURSING CONSULTANTS, LLC	9/15/2023	8/22/23 - SPECIAL ED SERVICE	1,645.00
A012884	PRN NURSING CONSULTANTS, LLC	9/28/2023	8/28/23- SPECIAL ED SERVICE	470.00
311585	Pro-Ed, Inc	7/13/2023	CAS2 -EXAMINER RECORD FORMS (10	265.29
311840	Pro-Ed, Inc	9/27/2023	CAS2-ONLINE REPORT & SCOR SYST	83.00
311591	PUIROSERVE	7/13/2023	7/23 - RENTAL	185.90
311627	PUIROSERVE	7/26/2023	7/23- FILTER SERVICE RENTAL	130.30
311708	PUIROSERVE	8/16/2023	8/23- RO RENTAL	316.20
311809	PUIROSERVE	9/15/2023	9/23 - RO RENTAL	316.20
311602	Quadient Finance USA, Inc.	7/18/2023	6/30/23 - LATE FEE	543.20
311622	Quadient Finance USA, Inc.	7/26/2023	6/25/23 - SUPPLY PURCHASE INK CARTRIDGE FOR THE POSTAGE MACHINE	270.84
311680	Quadient Finance USA, Inc.	8/9/2023	7/23- EQUIPMENT RENTAL	1,286.75
311841	Quadient Finance USA, Inc.	9/27/2023	9/23- POSTAGE EQUIPMENT RENTAL	98.45
311814	QUADIENT LEASING USA, INC.	9/15/2023	10/7/23-1/6/24 - POSTAGE MACHINE LEASING	231.62
311830	QUADIENT LEASING USA, INC.	9/21/2023	PROPERTY TAX RECOVERY	76.91
311769	QUADIENT, INC	8/29/2023	INK CARTRIDGE	295.49
311606	REPUBLIC SERVICES #902	7/18/2023	7/23 - WASTE DISPOSAL SERVICE	1,492.90
311717	REPUBLIC SERVICES #902	8/16/2023	8/23- WASTE DISPOSAL SERVICE	1,492.90

311789	REPUBLIC SERVICES #902	9/6/2023	09/23 - WASTE DISPOSAL SERVICE	1,492.90
311780	RESTORATION APPAREL COMPANY, LLC	8/31/2023	FOOTBALL JERSEY	1,258.84
311581	REVOLUTION FOODS, PBC	7/7/2023	6/23- STUDENTS SNACK	52,120.28
311603	REVOLUTION FOODS, PBC	7/18/2023	6/23- STUDENTS MEAL	16,282.50
311625	REVOLUTION FOODS, PBC	7/26/2023	6/23- STUDENTS MEAL	26,492.64
311675	REYNALDO CARBAJAL	8/2/2023	Payroll 6/30/23 Stipend	1,423.46
311524	RICHARD BENAVIDES	7/6/2023	4/20-6/22/23- PURCHASE SUPPLY FOR ART CLASS	1,323.82
311525	RICHARD GARCIA	7/6/2023	06/26 - 06/29/23 MEAL AND TRANSPORTATION PER DIEM FOR RELAY TRAINING	290.75
311605	RICOH USA Inc.	7/18/2023	7/13-8/12/23- COPIER LEASE	2,599.33
311618	RICOH USA Inc.	7/26/2023	SHIPPING CHARGES FOR INK CARTRIDGE	866.43
311719	RICOH USA Inc.	8/16/2023	7/20-8/19/23- COPIER LEASE	2,881.24
311805	RICOH USA Inc.	9/15/2023	9/13/23-10/12/23 - COPIER LEASE	2,645.33
311826	RICOH USA Inc.	9/21/2023	8/20/23-9/19/23 - COPIER LEASE	281.91
311844	RICOH USA Inc.	9/27/2023	INK CARTRIDGE SHIPPING CHARGES	86.00
311624	RINGCENTRAL, INC.	7/26/2023	FY 2023-2024- COMMUNICATIONS SERVICE AGREEMENT	13,777.06
311716	RINGCENTRAL, INC.	8/16/2023	10DLC SMS TCR REGISTRATION	4.37
311754	RINGCENTRAL, INC.	8/29/2023	RING CENTRAL TRAINING	1,080.00
E011791	RINGCENTRAL, INC.	9/28/2023	10DLC TCR SMS REGISTRATION	189.01
311546	RUBEN DUENAS	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311806	S.O.S. FIRE SERVICES	9/15/2023	NEW ABC TYPE PORTABLE FIRE EXTINGUISHER	1,214.20
311655	San Fernando Valley Japanese American Community Center	7/28/2023	08/23 - RENT	12,535.00
311784	San Fernando Valley Japanese American Community Center	8/31/2023	09/23 - RENT	13,099.00
311846	San Fernando Valley Japanese American Community Center	9/29/2023	10/23 - RENT	12,723.00
311756	SAVVAS Learning Company LLC	8/29/2023	SCIENCE 20116 STUDENT EDITION + DIGITAL COURSEWARE 1 YEAR LICENSE GRADE	411.77
311559	SCOOT EDUCATION INC.	7/6/2023	5/12/23- SUBSTITUTE SERVICE	2,233.00
311579	SCOOT EDUCATION INC.	7/7/2023	5/22-5/26/23- SUBSTITUTE SERVICE	5,851.00
311699	SCOOT EDUCATION INC.	8/16/2023	LATE CHARGES FOR INV 41447, 33730, 32931	25.53
311732	SCOOT EDUCATION INC.	8/23/2023	8/10-8/11/23- SUBSTITUTE SERVICE	582.00
311750	SCOOT EDUCATION INC.	8/29/2023	8/14-8/18/23- SUBSTITUTE SERVICE	4,157.00
311792	SCOOT EDUCATION INC.	9/6/2023	8/22/23-8/25/23 - SUBSTITUTE SERVICE	3,798.00
311816	SCOOT EDUCATION INC.	9/15/2023	8/28/23-9/1/23- SUBSTITUTE SERVICE	8,120.00
P042934	SCOOT EDUCATION INC.	9/28/2023	9/11-9/15/23- SUBSTITUTE SERVICE	3,290.00
311565	SHERATON PARK HOTEL AT THE ANAHEIM RESORT	7/6/2023	07/17 - 07/20/23 LODGING FOR MTSS CONFERENCE IN ANAHEIM FOR V. MENESES	11,209.38
311532	SHERRI PRESTON	7/6/2023	INGREDIENTS FOR COOKING VEGAN CLUB	430.14
311738	SHERRI PRESTON	8/23/2023	INGREDIENTS FOR COOKING CLUB	927.27
311545	SILVERIO PELAYO	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311566	SKY SPORTSWEAR	7/6/2023	T-SHIRTS	7,636.30
311612	SKY SPORTSWEAR	7/18/2023	POLO UNIFORMS	3,700.00
311644	SKY SPORTSWEAR	7/26/2023	UNIFORM	550.00
311668	SKY SPORTSWEAR	8/1/2023	UNIFORMS	11,630.25
311685	SKY SPORTSWEAR	8/9/2023	UNIFORMS	11,646.25
311772	SKY SPORTSWEAR	8/29/2023	UNIFORMS	3,340.00
E011790	SKY SPORTSWEAR	9/28/2023	UNIFORMS	2,360.00
311598	SOUTHERN CALIFORNIA GAS COMPANY	7/13/2023	5/12-6/13/23- GAS CHARGES	242.65
311601	SOUTHERN CALIFORNIA GAS COMPANY	7/18/2023	6/13-7/13/23 -GAS CHARGES	203.60
311734	SOUTHERN CALIFORNIA GAS COMPANY	8/23/2023	7/13-8/11/23- GAAS CHARGES	45.61
311831	SOUTHERN CALIFORNIA GAS COMPANY	9/21/2023	8/11-9/12/23- GAS CHARGES	89.08
311748	SOWN TO GROW, INC	8/29/2023	7/13-6/30/24 - SEL LICENSES FOR TEACHERS AND STUDENTS	4,000.00
311593	Sparkletts	7/13/2023	6/23 - WATER BOTTLED SERVICE	58.46
311604	Sparkletts	7/18/2023	6/23- WATER BOTTLED SERVICE	234.31
311709	Sparkletts	8/16/2023	7/23- WATER BOTTLED SERVICE	386.23
311834	Sparkletts	9/27/2023	9/23- WATER BOTTLED SERVICE	103.92
311619	STACEY HILL	7/26/2023	6/12-7/10/23 ASW SUPERVISION	800.00
311759	STAPLES	8/29/2023	STUDENT MATERIALS AND OFFICE SUPPLIES	5,151.75
311804	STAPLES	9/15/2023	STICKY NOTES	72.82
311744	Stile Education	8/23/2023	STUDENT MATERIALS AND PD	80,904.00
311580	SUCCESS FOR ALL FOUNDATION, INC.	7/7/2023	5/9/23- ON-SITE TRAINING	10,200.00
311757	SUCCESS FOR ALL FOUNDATION, INC.	8/29/2023	7/31/23- ON-SITE TRAINING CONTRACT #104421	2,550.00
P042936	SUCCESS FOR ALL FOUNDATION, INC.	9/28/2023	LEVEL 4- LEVEL 8 TEACHER MANUAL MULTIPLE TEACHING SOURCES	1,215.32
311698	TEACHER SYNERGY, LLC	8/16/2023	400 TPT SCHOOL ACCESS SUBSCRIPTION RESOURCE LICENCES	3,400.00
311745	TEACHER SYNERGY, LLC	8/23/2023	400 TPT SCHOOL ACCESS SUBSCRIPTION 400 RESOURCE LICENCES	3,400.00
311661	Teachers' Curriculum Institute	8/1/2023	CORE CURRICULUM	11,929.00
311736	Teachers' Curriculum Institute	8/23/2023	23-24- MS-SS-SL-01 (6-8) SOCIAL STUDIES - STUDENTS LICENSE	10,291.00
311729	TECH VERB, INC	8/16/2023	CISCO MERAKI MX95	6,967.50
August 2	Teresa Sale Benefits Consultant	8/2/2023	08/23 - HEALTH PREMIUMS	87,940.96
Septemb	Teresa Sale Benefits Consultant	9/3/2023	9/23 - HEALTH BENEFIT PREMIUMS	90,443.06
October 2	Teresa Sale Benefits Consultant	9/30/2023	10/23 - HEALTH BENEFIT PREMIUMS	114,650.02
P042938	THE CENTER FOR EFFECTIVE PHILANTHROPY	9/28/2023	YOUTH TRUTH STUDENT SURVEY 10/23- SY 23-24	8,400.00
311575	The Education Team	7/7/2023	6/5-6/9/23- SUBSTITUTE SERVICE	4,213.73
311623	THE MILLER INSTITUTE FOR LEARNING WITH TECHNOLOG	7/26/2023	FY 7/1/23- 6/30/24 E-RATE MANAGEMENT SERVICES	10,780.00
311761	Think Together	8/29/2023	1 OF 10 COMPREHENSIVE MANAGEMENT OF ASES	54,098.74
311671	Thinking Nation Corp.	8/1/2023	DBQ PD	6,416.98
311727	TIA CHUCHA'S CENTRO CULTURAL & BOOKSTORE	8/16/2023	BOOKS FOR SCHOOL LIBRARY (73)	1,573.21
311553	TIME WARNER CABLE	7/6/2023	6/14-7/13/23- INTERNET. ACC# 0556	1,198.12
311635	TIME WARNER CABLE	7/26/2023	7/23-INTERNET ACC# 0338	2,399.87
311664	TIME WARNER CABLE	8/1/2023	7/14-8/13/23- INTERNET ACC# 0556	1,200.08
311700	TIME WARNER CABLE	8/16/2023	8/23 - INTERNET SERVICE ACC#0338	2,403.61
311753	TIME WARNER CABLE	8/29/2023	8/16-9/15/23- INTERNET ACC# 9720	1,402.13
311573	TOTAL EDUCATION SOLUTIONS	7/7/2023	5/23- SPECIAL ED SERVICE	12,516.25
311615	TOTAL EDUCATION SOLUTIONS	7/26/2023	6/23- SPECIAL ED SERVICE	4,420.00
311711	UC REGENTS C/O UCLA	8/16/2023	4/27/23-PARKING CITATION #29710470	96.00
311554	UNUM	7/6/2023	07/23 - SHORT AND LONG TERM DISABILITY	1,145.32
311667	UNUM	8/1/2023	08/23 - SHORT AND LONG TERM DISABILITY PREMIUMS	730.24
311801	UNUM	9/15/2023	09/23 - SHORT AND LONG TERM DISABILITY PREMIUMS	2,075.98
311533	VALINDA MENESES	7/6/2023	4/7-10/7/23 - REIMBURSEMENT FOR TRAINING FOR NON-SUICIDAL SELF -INJURY	323.50
311544	VASHON NUTT	7/6/2023	7/17-7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
P042666	Vision Elevated	9/21/2023	05/31/23 - EVENT CONSULTING AND PHOTOGRAPHY	550.00
311633	WALTER BRETT	7/26/2023	7/11-7/13/23 -HOTEL STAY FOR RELAY CALI ILPD CONFERENCE	776.38

311614	WAXIE SANITARY SUPPLY	7/26/2023	CUSTODIAL SUPPLIES	238.45
311647	WAXIE SANITARY SUPPLY	7/27/2023	CUSTODIAL SUPPLIES	2,414.85
311679	WAXIE SANITARY SUPPLY	8/9/2023	CUSTODIAL SUPPLIES	186.76
311811	WAXIE SANITARY SUPPLY	9/15/2023	FACIAL TISSUE	354.18
311660	WOLF CONNECTION	8/1/2023	STAFF / TEACHERS TRAINING	3,000.00
Honda S1	Woodland Hills Honda	8/30/2023	Purchase Two 2023 Honda Odyssey Vans	98,389.40
311548	YESENIA VARGAS	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311704	YESENIA VARGAS	8/16/2023	7/17-7/20/23 - PARKING FEE WHILE AT MTSS CONFERENCE	63.30
311590	YESENIA ZUBIA	7/13/2023	6/27-6/28- LODGING WHILE WORKING AT THE LSC ON NEW AGREEMENTS	219.61
311616	YESENIA ZUBIA	7/26/2023	7/12-7/14/23- LODGING WHILE ATTENDING YPICS LEADERSHIP TRAINING. AT LSC	416.20
311824	YESENIA ZUBIA	9/21/2023	09/25 - 09/27/23 HR ACADEMY MEAL PER DIEM	131.00
311549	YOLANDA FUENTES	7/6/2023	7/17-7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311740	YONDR INC	8/23/2023	YONDR POUCHES	1,234.00
311541	YONINA DORADO	7/6/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311705	YONINA DORADO	8/16/2023	7/17-7/20/23 - PARKING CHARGE WHILE AT MTSS CONFERENCE	52.73
311686	YVETTE KING-BERG	8/9/2023	6/26-6/29/23- RELAY CONFERENCE FOR RICHARD GARCIA	819.33
311557	ZULEYKHA RODMAN	7/6/2023	SKYZONE PURCHASE SOCKS FOR CLUB FIELD TRIP	40.00
				9,122,552.08

Coversheet

Recommendation to Acknowledge Correction to Minutes Containing Local Assignment Option EC §44256(b) for Paul Duran for the SY22-23

Section: V. Items Scheduled For Action
Item: D. Recommendation to Acknowledge Correction to Minutes Containing
Local Assignment Option EC §44256(b) for Paul Duran for the SY22-23
Purpose: Vote
Submitted by:
Related Material:
Recommendation to Acknowledge Correction to Minutes from July 30 2022 - LAO for Paul Duran.pdf
PDuran LAO 22-23.pdf
2022_07_30_board_meeting_minutes.pdf

Recommendation to Acknowledge Correction to the Minutes containing Local Assignment Option for Paul Duran for the 2022-2023 School Year

BACKGROUND/ ANALYSIS

In reviewing CALSASS exceptions for the 2022-2023 school year, it was brought to our attention the Board meeting minutes for July 30, 2022, did not contain the Board approved language needed for approval of the Local Assignment Option (LAO) for Paul Duran.

RECOMMENDATION

It is recommended that the Board of Directors acknowledge a correction to the minutes to re-approve *a Local Assignment Option for Paul Duran, a clear multiple subject credential holder, to teach 8th grade departmentalized math at Monseñor Oscar Romero Charter School for the 2022-2023 school year per the California EC §44256(b).*

Action Item
October 30, 2023



**Monseñor Oscar Romero Charter School
Local Area Option
(LAO)**

In accordance with Ed Code (§44258.2) the Board delegates to the Principal/Ex. Dir. the authority to employ the holder of a single subject teaching credential, with his or her consent, to teach classes in grades 6 to 8, inclusive, in a YPICS middle school, if he or she has a minimum of **12 semester units, or six upper division or graduate units**, of coursework at an accredited institution in the subject to which he or she is assigned. And also in accordance with EC §44256(b) the Board delegates to the principal and the Ex. Dir. the authority to employ holder of a multiple subject teaching credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. Such assignment shall be with the teacher's consent.

*Local Area Option Transcript Checklist for: **Paul Duran**
Credential Held: *Multiple Subjects Clear* (List Credential Exactly as it appears on CTCC)*

Subject to be Added: Single Subject Math

Course Title	# of units LD or UD/G
University Transcript Review-In HR Employee Records	12 Units UD
Minimum of 12 LD or 6 UD/G	12 LD

Subject to be added:

Course Title	# of units LD or UD/G
Minimum of 12 LD or 6 UD/G	

Following Board approval, YPICS will seek teacher consensus to the 8th grade Math assignment.

I, Paul Duran consent to this teaching assignment for the 2022-2023 school year.

Paul Duran Signature 7/25/2022 Date

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Saturday July 30, 2022 at 10:00 AM

Location

<https://meet.google.com/wpz-sihe-jtw>

YPICS Regular Board Meeting

Saturday, July 30 · 10:00 – 11:30am

Google Meet joining info

Video call link: <https://meet.google.com/wpz-sihe-jtw>

Or dial: (US) +1 401-830-3376 PIN: 311 588 561#

More phone numbers: <https://tel.meet/wpz-sihe-jtw?pin=6800739417971>

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

Trustees Present

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

Trustees Absent

None

Trustees who arrived after the meeting opened

W. Njboke

Guests Present

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 Saturday Jul 30, 2022 at 10:02 AM.

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

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

S. Mendoza seconded the motion.

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

Roll Call

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

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 or communications from the Public.

W. Njboke arrived.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Action

A. Bert Corona Charter School Declaration of Need 2022-2023

S. Mendoza made a motion to approve the 2022-23 Declaration of Need for Bert Corona Charter School.

M. Green seconded the motion.

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

Roll Call

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

Roll Call

C. Lopez Aye

B. Monsenor Oscar Romero Charter School Declaration of Need 2022-2023

C. Lopez made a motion to approve the 2022-23 Declaration of Need for Monseñor Oscar Romero Charter School.

S. Mendoza seconded the motion.

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

Roll Call

D. Cho Aye

S. Mendoza Aye

W. Njboke Aye

C. Lopez Aye

M. Green Aye

M. Keipp Aye

C. Bert Corona Charter High School Declaration of Need 2022-2023

C. Lopez made a motion to approve the 2022-23 Declaration of Need for Bert Corona High Charter School.

W. Njboke seconded the motion.

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

Roll Call

M. Keipp Aye

W. Njboke Aye

C. Lopez Aye

S. Mendoza Aye

D. Cho Aye

M. Green Aye

D. Adoption of the Board Calendar of Dates

S. Mendoza made a motion to adopt the presented 2022-23 board calendar with the addition of a regular board meeting on August 8, 2022.

D. Cho seconded the motion.

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

Roll Call

C. Lopez Aye

M. Green Aye

M. Keipp Aye

S. Mendoza Aye

D. Cho Aye

W. Njboke Aye

E.

Local Assignment Option - Bert Corona Charter School

M. Green made a motion to approve the Local Area Option allowing Brett Walter, a single subject holder, to teach English and social sciences for the 2022-23 school year.

W. Njboke seconded the motion.

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

Roll Call

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

F. Local Assignment Option - Monsenor Oscar Romero Charter School

M. Green made a motion to approve the Local Area Option allowing Paul Duran, a single subject mathematics holder, to teach mathematics and science for the 2022-23 school year and made a motion to approve the Local Area Option allowing David Rosenberg, a single subject English holder, to teach English and social sciences for the 2022-23 school year.

S. Mendoza seconded the motion.

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

Roll Call

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

G. Board Resolution #2022-3: Renewal of the Pacific Western Bank Line of Credit

M. Green made a motion to approve the renewing of the \$500,000 line of credit with Pacific Western Bank.

W. Njboke seconded the motion.

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

Roll Call

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

H.

Appointment of Interim Executive Administrator

C. Lopez made a motion to approve appointing Freddy Zepeda, the Director of Instruction to be the Interim Executive Administrator for Monseñor Oscar Romero Charter School.

S. Mendoza seconded the motion.

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

Roll Call

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

I. Closing of School CCU Credit Card Issued to Rene Quon and Opening of School CCU Credit Card to Freddy Zepeda

C. Lopez made a motion to approve closing out the CCU school credit card for former Executive Administrator Dr. Rene Quon and opening a CCU school credit card for Interim Executive Administrator, Freddy Zepeda with a credit limit of \$5,000.

S. Mendoza seconded the motion.

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

Roll Call

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

J. Rescheduling of Board Retreat

Discussed, agreed for 9/17, no vote taken.

K. Certification of Sufficiency of Materials and Textbooks for BCCS, MORCS, and BCCHS

This action item is being tabled for the next regular board meeting.

IV. 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 11:50 AM.

Respectfully Submitted,

Y. Zubia

Documents used during the meeting

- 22-23 BCCS Declaration of Need Form July 30 2022.pdf
- 22-23 MORCS Declaration of Need Board Approved 07302022 (1).pdf
- 22-23- BCCHS Declaration of Nedd Board Approved July 30, 2022.pdf
- YPICS_Board_Calendar_2022_2023.pdf
- 22-23 LAO_Walter (July 28).pdf
- 22-23 LAO MORCS Rosenberg Board Approved-.pdf
- Local Area Option MORCS Duran 2022 July 30 2022.pdf
- Board Resolution- Renewal Line of Credit PWB 2022-3 .pdf

Coversheet

23-24 Facilities Plan: Contract with Greenworks

Section: V. Items Scheduled For Action
Item: E. 23-24 Facilities Plan: Contract with Greenworks
Purpose: Vote
Submitted by:
Related Material: Recommendation to Approve 23-24 Greenworks Contract.pdf

Recommendation to Recommendation to Approve 23-24 Construction Contract for Greenworks

BACKGROUND/ ANALYSIS

Staff collected three bids for the following construction projects. Greenworks Solutions submitted the lowest bid in the amount of \$253,145. In addition to providing the lowest bid, Greenworks Solutions is the most knowledgeable of the campus. The Board previously approved \$50,000 for the bin relocation. The following is a summary of the work that was put out to bid:

23-24 Board Request			
Depreciation	Approved	Actuals	Notes
23-24 Bathroom Repair/Upgrade		\$46,130	
New improvements		\$87,050	New projects for school improvement include: repairing roof and foundation on existing admin building, updating electrical switch gear box, adding water lines and drainage for appliances in the lunch area, painting rooms 10, 11, 12, 13, 14, and 15, and replacing windows to complete residing done on rooms A, 1, 2, 3, 4, 5.
Repairs (Safety or Emergency)		\$60,000	
Lease Work			
Bin relocation	\$50,000	\$12,945	
Other lease work		\$47,020	
Subtotal		\$253,145	

RECOMMENDATION

Staff recommends that the YPICS Board approve a contract with Greenworks Solutions to complete the list of projects above in the amount of \$253,145.

Action Item
October 30, 2023

Coversheet

Revised 2023-24 English Learner Master Plan for Bert Corona Vote Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School

Section: V. Items Scheduled For Action
Item: F. Revised 2023-24 English Learner Master Plan for Bert Corona Vote Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School
Purpose: Vote
Submitted by:
Related Material: 2023-24 YPICS English Learner Master Plan_BoD DRAFT (1).pdf



DRAFT for Board Approval

English Learner
Master Plan
2023-24

2023-24 ENGLISH LANGUAGE LEARNER MASTER PLAN

(SCHOOL NAME)'s English Language Development (ELD) program will target students who are struggling with the development of their English language skills. Through the ELD program, this includes:

- ❑ Ongoing measurement and monitoring of each English Learner student's progress toward English language proficiency,
- ❑ Use of a schoolwide acceleration strategies to assist ELL students.
- ❑ Ongoing professional development in the area of sheltered instruction for all subject area teachers
- ❑ Opportunities for ELD level 1 and 2 students to receive additional accelerated instructional support after school.
- ❑ Use of online platforms as tools to support administration and classroom teachers with targeted data analytics to support English Learners and digital workflow tools for our EL program. These platform tools allow our administrators and teachers to monitor, intervene, collaborate, and report on the academic and language success of our ELs. Additionally, they will enable all of our Long-Term English Learners (LTEL) and Reclassified Fluent English Proficient (RFEP) students to be qualitatively and quantitatively monitored as well as streamline our reclassification and parent letter process to be more user-friendly and inclusive to our EL teams and families.

PURPOSE OF DOCUMENT AND INTRODUCTION

As we continue to grapple with the lasting challenges created by the pandemic, our commitment to the acceleration students and particularly English Learners (EL) remains unflagging.

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

YPICS believes that every student brings assets that enrich our classrooms and our school community. In order to ensure each student's success and create a shared understanding for programming and instruction, (SCHOOL NAME) will provide guidance, resources, training and support to teachers, staff and parents to build an equitable, rigorous learning environment for our English Learner (EL) students.

(SCHOOL NAME) must be engaged actively in assessing and analyzing student performance, program effectiveness and instructional practices. Implementing research-based structures that support student achievement for ELs is essential, as our aspiration for our students is to be college-/career-ready.

Included in this revised English Learner Master Plan is the use of the following supporting two legislative actions addressing the needs of English Learners. In July 2017, the California State Department of Education adopted a historic new English learner education policy entitled the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outlined at www.cde.ca.gov/sp/el/rm/ :

1. [Principle One: Assets-Oriented and Needs Responsive Schools](#): Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.
2. [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#): English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
3. [Principle Three: System Conditions that Support Effectiveness](#): Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

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

We will achieve this vision by:

1. [Principle One: Assets-Oriented and Needs Responsive Schools](#)

- Acknowledging that all students, no matter language proficiency, come with skills, knowledge, and experiences that can help them be academically successful and enrich the school culture as they pursue the goal of becoming English Proficient;
- Providing ELs opportunities to learn language skills in two or more languages through rigorous instruction to ensure that our students graduate bilingual and biliterate;
- Valuing parents as partners, capitalizing on the language, skills, culture and experiences they bring to the school community;
- Ensuring all school staff (school leaders, teachers and staff) feel a sense of ownership and urgency to serve the needs of ELs.

2. [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

- Ensuring that all schools have effective English Language Development (ELD) courses to meet the needs of the diverse proficiency levels of ELs;
- Verifying that all students are placed in the appropriate ELD course based on year and proficiency level;
- Developing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich and challenging content;
- Empowering all teachers as Integrated ELD teachers through professional development and collaboration.

3. [Principle Three: System Conditions that Support Effectiveness](#)

- Providing schools with course guidance and sequence structures;
- Using data and providing teachers with resources to analyze data in order to accurately monitor, place and support ELs throughout their schooling.

4. Principle Four: Alignment and Articulation Within and Across Systems

- Support implementing the California English Language Development Standards (CA ELD Standards) through the English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework) and the English Language Proficiency Assessments for California (ELPAC);
- Implementing the EL Master Plan to ensure it is a helpful guide for providing effective supports and services for ELs;
- Collaborating with the Special Education Department to ensure that ELD goals for students with Individualized Education Plans (IEPs) who are dually-identified (EL and SWD—students with disabilities) prioritize language needs and appropriate support is provided.

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

DOCUMENT OVERVIEW

This document is divided into 7 chapters:

- Chapter 1: Identification and Assessment
- Chapter 2: Instructional Program
- Chapter 3: Reclassification Criteria and Exiting
- Chapter 4: Staffing English Learner Programs and Teams
- Chapter 5: Professional Development for All Teachers Who Work with English Learners
- Chapter 6: Parent Engagement
- Chapter 7: Program Evaluation

CHAPTER 1: IDENTIFICATION & ASSESSMENT

IDENTIFICATION PROCESS AND ASSESSMENT OVERVIEW

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 - Identification of Students Whose Home Language Is Other Than English (Initial)

A Home Language Survey (HLS) must be completed for each student; it should be provided in English and the language most frequently spoken in the local community (such as Spanish). Parents complete a Home Language Survey at time of initial enrollment in a California school (5 CCR Section 11518.5[a]). This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet and all four questions must be answered.

The school must ensure that ALL students have a completed Home Language Survey on file (including monolingual English speakers). If any of the four questions in the Home Language Survey indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency (EC §§ 313, 60810). After the completion of On-line Registration (OLR) process, new student registration is verified individually (student by student) through CALPADS and the Student English Language Acquisition (SELA) status is added into Infinite Campus. New students at the beginning of the year are expected to be enrolled mid-June, the process for adding SELA status takes 2 weeks from the date of enrollment.

- Students enrolled after the initial enrollment window into Infinite Campus will have SELA statuses added by mid-July.
- Students enrolled throughout the school year into Infinite Campus will have SELA status added 1-2 business days.
- Updates in Infinite Campus will be made on the Friday of each week until all SELA statuses have been found.

Students that do not have a SELA status will be given a 'to be determined' (TBD) status. A list of TBD students, along with Initial ELPAC Assessment Parent Notification Letters will be placed in the student's English Language Folder (ELF). Schools must then send home the parent letter and administer the Initial ELPAC within 30 days of initial enrollment (5 CCR Section 11518.5[c]).

STAGE 2 - English Language Assessments

The English Language Proficiency Assessments for California (ELPAC) is California’s assessment system that is used to determine the English language proficiency (ELP) of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

English Language Assessments for California (ELPAC) is the assessment used to determine how well students speak, listen, read and write in English when it is not their primary language. There are four forms of the assessment each aligned to a specific need of the individual student:

Initial ELPAC: The Initial ELPAC is used to identify students as being either an English learner or fluent English proficient. It is administered only once during a student’s time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC is the official score. It is used to identify students as either an English Learner (EL) who needs support to learn English or as proficient in English (EC Section 313; 5 CCR Section 11518.5[d]). Schools have a 30-day window upon enrollment within which to administer the assessment.*

Initial Alternate ELPAC: This alternative form of the Initial ELPAC test is designed for students with the most significant cognitive disabilities who are potential English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

Summative ELPAC: an annual summative assessment given every spring to measure an EL’s progress and determine their English language proficiency until reclassified as proficient in English (EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

Summative Alternate ELPAC: This test is designed for students with the most significant cognitive disabilities who are English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

*The California Department of Education (CDE) is requiring schools to administer the Initial ELPAC within 30 days of the first day of school to students enrolled during the academic school year. Mandatory, state-sponsored Initial ELPAC administration and scoring trainings are accessible via the Moodle Training Site. The LSC will annually provide optional office hours for the Initial ELPAC in August.

The chart below provides an overview of the ELPAC, including the four domains assessed:

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
Why is the ELPAC given?	The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.	The Initial Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student’s English language proficiency (ELP). The Initial Alternate ELPAC will provide information to determine a student’s initial classification as an EL student or as fluent English proficient (FEP).	The purpose of the Summative ELPAC is to measure progress toward English language proficiency, to inform EL programs and services, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to succeed in school.	The Summative Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student’s English language proficiency (ELP). The Summative Alternate ELPAC will provide information on an EL student’s annual progress toward ELP and support decisions for students to be reclassified as fluent English proficient (RFEP).
Who takes the ELPAC?	The Initial ELPAC is given to students in kindergarten (K), including transitional kindergarten, through grade twelve whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access	The Initial Alternate ELPAC will be administered to all eligible students with the most significant cognitive disabilities in grades K through grade twelve, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team.	The Summative ELPAC is given only to students in kindergarten (K) including transitional kindergarten through grade twelve who have been identified as EL students. These students will take the assessment every year until they are reclassified to fluent English proficient. Students with disabilities whose disability precludes them from accessing a particular domain (e.g., student is blind and is not yet braille literate) may be excluded from one domain	The Summative Alternate ELPAC will be administered to all eligible students in grades K-12, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team. Local educational agencies are required to administer the Summative Alternate ELPAC annually to eligible

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
	the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their individualized education program.		within a composite, as noted in their individualized education program.	students identified as EL students until they are reclassified.
How is the ELPAC given?	The Initial ELPAC is a computer-based test except writing, which is a paper pencil test. This test is administered in six grade spans–K, grade one, grade two, grades three through five, grades six through eight, and grades nine through twelve. In K and grade one, all domains are administered one-on-one. In grades two through twelve, the test is administered in groups except for speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.	This is a computer-based assessment administered one-on-one in person by a trained test examiner who is familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. The Initial Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the assessment.	This is a computer-based assessment for all domains for grades three through twelve, and for all domains for K through grade two, except writing which is a paper-pencil test. In K through grade two, all domains are administered individually, except grade two writing which may be administered in small groups. In grades three through twelve, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.	This is a computer-based assessment administered one-on-one by a trained test examiner who is, whenever possible, familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. Testing times will vary depending upon the grade level and individual student.
What is assessed on the ELPAC?	<ul style="list-style-type: none"> • <i>Speaking</i>: Using oral language appropriately in academic and social interactions • <i>Listening</i>: Understanding the oral language of the teacher, extracting information and following the instructional discourse • <i>Reading</i>: Comprehending and interpreting text at age and grade appropriate levels • <i>Writing</i>: Producing written text with content and format in classroom assignments at age and grade appropriate levels 			
When is the ELPAC given?	The Initial ELPAC administration window is open from July 1 through June 30. students are given the initial	The Initial Alternate ELPAC administration window is from July 1 through June 30. Note that eligible	The Summative ELPAC administration window is open from February 1 through May 31.	The Summative Alternate ELPAC administration window is open from February 1 through May 31.

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
	assessment within 30 days of enrollment	students will only take the Initial Alternate ELPAC once, upon first enrolling in a California public school.		

Source: California Department of Education, *English Language Proficiency Assessments for California (ELPAC) – Resources and Communication Materials* website <https://www.cde.ca.gov/ta/tg/ep/> accessed September 1, 2023.

Students will receive an overall scale score and performance level consisting of oral language skills (speaking, listening) and written language skills (reading, writing).

ELPAC Level	Descriptor	Characteristics of this ELPAC Level
4	“Well-developed”	<ul style="list-style-type: none"> <input type="checkbox"/> They can usually use English to learn new things in school and to interact in social situations. <input type="checkbox"/> They may occasionally need help using English.
3	“Moderately developed”	<ul style="list-style-type: none"> <input type="checkbox"/> They can sometimes use English to learn new things in school and to interact in social situations. <input type="checkbox"/> They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
2	“Somewhat developed”	<ul style="list-style-type: none"> <input type="checkbox"/> They usually need help using English to learn new things at school and to interact in social situations. <input type="checkbox"/> They can often use English for simple communication.
1	Beginning stage	<ul style="list-style-type: none"> <input type="checkbox"/> They usually need substantial help using English to learn new things at school and to interact in social situations. <input type="checkbox"/> They may know some English words and phrases.

The following table describes how the ELPAC levels are aligned to ELD Standards Proficiency Levels:

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	“Emerging” Requires substantial linguistic support	“Expanding” Requires moderate linguistic support		“Bridging” Requires light linguistic support

Summative ELPAC Identification Process

In order to ensure that all students identified as English Learners (EL) take the Summative ELPAC the school will follow the following procedure:

- Coordinator/Director of Instruction receives rosters of test-eligible schools from ELPAC TOMS
- If a student enrolls any time throughout the school year and is TBD, they'll take the Initial EPLAC and their ELAS will be updated based on the test
- CALPADS is updated by CALPADS Coordinator/Director (this makes the student eligible for the Summative ELPAC if they are an EL)
- Initial ELPAC results are updated on a per monthly basis in order to ensure that CALPADS is updated
- Test completion is tracked in the Completion Status System (same one used for all CAASPP tests)
- Coordinator/Director of Instruction and or Designee(s) receive communications via TOMS during the school year on ELPAC-related information

Language Proficiency Assessment for students with Moderate to Severe Disabilities

Summative Alternate ELPAC is an alternative assessment used to determine language proficiency for ELs with moderate to severe disabilities on the alternate curriculum. The Alternate ELPAC assesses in all areas requested by the California Department of Education (CDE): listening, speaking, reading and writing. The information gathered from the Alternate ELPAC can be used to determine whether the student is an EL or a student with disabilities in language and cognition, across languages (5 CCR Section 11518.25 and 11518.30).

IEP teams uses the [Alternate Assessment Decision Confirmation Worksheet](#) to determine if the Alternate ELPAC is appropriate.

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student

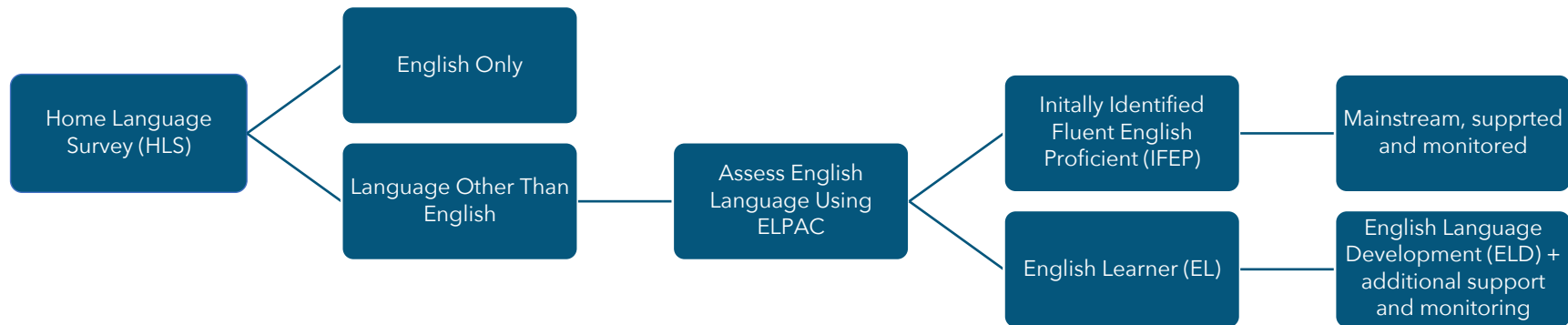
participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool. This tool is divided into four parts, Part A through Part D. IEP teams should work through the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/ literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP. Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

STAGE 3 - Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's Coordinator/Director of Instruction and ELP teacher, with the support of the school office staff, will provide the following in writing:

1. **Assessment Notification:** The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt (EC Section 313; 5 CCR Section 11518.5[d]).
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within two weeks of enrollment. A detailed overview of this process is below:



Maintenance of Records

In accordance with the California Education Code, the cumulative record is a legal document that is to be maintained in perpetuity. State and federal mandates require LEAs to maintain documentation for ELs within each student’s cumulative record. The LEA has adopted the use of the English Learner Electronic Profile (ELEP) to maintain a digest and monitor required EL documents. All data platforms must be maintained for every EL as part of the student’s cumulative record and must be made available for review during authorizer oversight, state, and federal compliance reviews.

EL items to be included in Student’s Cumulative Record

Initial English Language Assessment:

- The Initial English language proficiency assessment. This document indicates the initial assessment results. If an initial assessment was administered prior to July 2017, the student may have a label that reflects results from Initial CELDT.

Signed Parental Notifications:

- Initial Notification of Enrollment in English Learner Program
- Initial Notification of ELPAC assessment
- Initial Parent Notification of Language Test Results and Confirmation of Program Placement
- Annual Assessment Parent Notification
- Annual Assessment Results and Program Placement for English Learners parent notification (Elementary or Secondary letters)

Language Assessments:

- Initial English language proficiency assessment results (Initial ELPAC Report).
- Primary language assessment (if applicable) or foreign language transcripts (secondary).
- Annual ELPAC student Proficiency Level Report for each year the ELPAC was administered.

Reclassification, if applicable:

- Notification of Reclassification letter with parent signature
- Reclassification Monitoring Reports

Opt-Out, if applicable:

- Parental Opt-Out of Program Request Form (a request for placement Mainstream Program with no ELD course).

The Coordinator/Director of Instruction is responsible for the ELEP, for timeliness, content and accuracy. They must ensure that all documents are current and accurate. [CCR, Sec. 433(a)].

When EL documentation is missing from ELEP or the cumulative record, it is the responsibility of the Coordinator/Director of Instruction to make a reasonable attempt to obtain the documents. The procedures for making a reasonable attempt are:

1. Make a copy of the original document sent home to keep on file.
2. Resend a copy of the document if the original is not returned within a reasonable amount of time (5-7 days). Annotate the document by indicating the original date sent.
3. Contact the parent/guardian by telephone as a reminder and request return of the document. If contact by telephone is not successful, annotate the document by indicating the date and time the attempt was made. File the annotated document in the student's EL Folder.

CHAPTER 2: INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM OVERVIEW

To effectively meet English Learners' academic needs, the school will adopt a schoolwide instructional program that provides depth and adequate time for English language acquisition, allows students to access the curriculum, promotes high expectations, and increases interactions between ELs, teachers and peers. **English language development is not something that happens in isolation. It is a shared responsibility throughout the school.**

Understanding English Language Learners

ELs are a diverse group of students, encompassing everyone from newly arrived "newcomer" students to Long-Term English Learners (LTEL). Students arriving from foreign countries during adolescence vary widely in educational experience, home language literacy and acculturation to life in the United States. In addition, many of our students live in homes with challenging socioeconomic status. The more information the school acquires, the better it is able to help students be successful.

Immigrants bring a reservoir of content knowledge from their previous school. To best support students, the Coordinator/Director of Instruction, with the support of the School Program Coordinator and/or Student Records Specialist, will:

- Request and utilize transcripts from previous academic institutions to enroll students in their courses
- Interview students and parents (with the assistance of a translator) about their prior educational experiences, and consider the students' strengths when selecting their courses

ELs who have attended many different schools in and out of the United States may have experienced a variety of program models. Many ELs may also have experienced interrupted schooling for a variety of reasons and tend to be more at risk of dropping out, so it is important to identify these students and provide the appropriate support.

Coordinator/Director of Instruction and Program Coordinator, will engage in the following best practices:

- Communicate with parents early and often to help them understand what school programs the school will provide and how they may be different or similar to what their children received in the past

- For ELs who have moved through many districts and programs, provide placement assessments (if available) in English Language Arts (ELA), math and foreign language (i.e., Spanish) to determine the appropriate level of placement

There are four types of ELs enrolled in YPICS schools at the secondary level. These include:

1. Newcomers with formal education
2. Newcomers with limited formal education
3. English Learners on-track that enrolled less than 4 years and are meeting minimum progress expectations.
4. Long-Term English Learners (LTELs) with 6 or more years in any U.S. English Learner program

Newcomers with Formal Schooling

Characteristics of these students may include:

- Recent arrival in the United States (3 years or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Potential candidate for Seal of Biliteracy, if English proficiency is met
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Standard "Not Met" on the California Assessment of student Performance and Progress (CAASPP)
- May not meet grade-level standards in all subject areas due to language proficiency

These students face the dual challenge of acquiring English quickly as well as mastering state content and performance standards, in order to meet college preparatory/A-G requirements and complete all high school graduation requirements. These students are in need an accelerated ELD program that is rigorous, yet flexible, and allows students to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate).

For High School English Learners: Attention to content instruction is also important to ensure that students successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these students are counseled correctly having transcripts analyzed for potential courses that may satisfy A-G requirements, provided

supports for the challenges ahead of them, leveraging the assets they bring from past experience, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies.

Newcomers with Limited Formal Schooling

Characteristics of these students may include:

- Recent arrival in the United States (3 years or less)
- Schooling in native country limited or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in the United States
- Strong survival and life skills
- Intuitive learners and cooperative workers
- Often refugees who may have experienced trauma or witnessed disturbing events must also have attention to their social-emotional development as well
- May require additional supports for foundational literacy skills

ELs who enter at the secondary level with limited formal schooling face unique challenges and require additional supports to complete all high school graduation requirements. These students frequently have gaps in their schooling that often result in a need for substantial support of foundational literacy skills. An EL with limited formal schooling who enrolls for the first time at the high school level needs additional time in order to develop English proficiency and complete all requirements for high school graduation. Careful counseling when scheduling courses to ensure support and gradual increase in rigor and development of a long-range learning plan are required. For these students in particular, an additional year of high school or the opportunity to transition to other programs, such as an adult school, is strongly recommended.

Long-Term English Learners (LTELs)

Characteristics of these students include:

- Enrolled in U.S. schools for 6 or more years without reclassifying to fluent English proficient status
- High-functioning social language (strong basic interpersonal communication skills in English)
- Limited academic language; vocabulary is general and imprecise
- Read and write below grade level

- Struggles academically (e.g., has low grade-point average, scores “Not Met” or “Nearly Met” in ELA on the CAASPP)

LTEs often demonstrate strong oral skills in casual, conversational English and home language, but lack academic language and vocabulary. In order to engage with the demands of the secondary school curriculum, they need explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to produce grade-level work.

Dually-Identified English Learners Who Also Have an IEP/504 Plan

Characteristics of these students include:

- English Learner
- Current qualifying disability, including but not limited to Learning Disability, Other Health Impaired, Speech Impairment, Emotional Disturbance, Autism, etc.
- May or may not be a Long-Term English Learner (LTE)

ELs who are dually identified would benefit from additional educational services, supports, and accommodations in order to make progress towards becoming English proficient and meeting grade-level standards. An EL student with an IEP must have appropriate linguistic goals that are aligned to the educational needs of the student. EL students with IEPs may need accommodations for assignments and assessments, depending on their IEP/504 plan.

Instructional Program Descriptions for English Learners (6-12)

The California Department of Education defines English Language Development as a specialized program of English language instruction appropriate for English learner’s identified level of language proficiency. The Structured English Immersion (SEI) ELD program is implemented and designed to promote second language acquisition of listening, speaking, reading and writing. Effective language acquisition classroom practices need to be evident for ELs in every classroom.

A broad range of instructional practices and strategies should be employed in supporting ELs to learn content area concepts as they learn the English language. All ELs will be placed in ELD based on their proficiency level, years in the program and teacher recommendation. All ELs will receive Designated ELD and Integrated ELD in their content classes.

Program Requirements

Designated ELD is a core content course for all EL students. Students classified as EL will:

- Be enrolled in daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites),
- Will not be removed from other core content instruction in order to receive Designated ELD instruction,
- Can be placed in an Advisory class focused on supporting ELs, but this Advisory cannot replace an ELD course,
- Will have full access to grade-level content in all disciplines,
- Will be enrolled in grade-level English/language arts, unless they are a newcomer with less than one year of schooling in the United States.

Designated English Language Development

“As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD as defined in 5 CCR Section 11300 (a) and (c), in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.” - *California Ed Code*

ELD courses are a protected time during the regular school day during which teachers are able to strategically target students’ language needs. Placement in ELD courses is based on multiple factors including years in ELD programs, English proficiency level (Emerging, Expanding or Bridging), and overall school academic performance. Instruction in these courses is designed, implemented and scaffolded to meet the diverse needs of the EL students. These courses are aligned to the CA ELD Standards (2012) and reflect the California ELA/ELD Framework. Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

High-quality, impactful Designated ELD instruction:

- 1. Integrates all four language domains (Listening, Speaking, Reading and Writing) into instruction:** ELs benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regardless of English proficiency level. Oral language practice should not be sacrificed for more time in reading and writing.

- 2. Provides daily, meaningful speaking practice:** ELs benefit from using academic English in structured classroom discussions, small group work, turn-and-talks and presentations. Direct use of response frames and word banks support students when speaking.
- 3. Teaches components of reading:** Begins with phonemic awareness and phonics and adds vocabulary, text comprehension, and fluency. After acquiring basic skills, ELs need to become active readers and writers who use reading and writing processes.
- 4. Focuses on vocabulary development:** The explicit teaching of vocabulary, knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area. Teachers must teach the multiple meanings of words and help students incorporate words into their expressive vocabularies.
- 5. Teaches reading comprehension strategies:** ELs need to receive explicit instruction about reading comprehension strategies.
- 6. Builds and activates background knowledge:** Connects instruction to what learners already know and then explicitly discusses how that knowledge applies to a new topic.
- 7. Teaches language through content and themes:** Providing content- or theme-based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.

Newcomers With Formal Education: In their first year at the school, they may receive a double block of ELD, utilizing curriculum such as Inside the USA and or Edge, with supplemental support from Rosetta Stone software or another resource; enroll in grade-level ELA and a rigorous native-level language course (i.e., Native Speaker Spanish, AP Spanish Lang, AP Spanish Lit); as well as taking content courses appropriate for grade level.

Newcomers With Limited Formal Education: In their first year at the school, they may receive a double block of ELD (Emerging), utilizing curriculum such as Inside the USA or Edge, with supplemental support from Rosetta Stone software or another resource; a phonics intervention class, such as Wilson Reading Just Words (if student qualifies via the WIST); and PE; as well as content course. Schools should assess students' Spanish level to determine if placement in the course is appropriate.

Integrated English Language Development

The mastery of content requires that teachers of English Learners use appropriate ELD strategies to make content comprehensible and accessible. It requires that instruction be organized to support students while teaching cognitively demanding, grade-level content. Instruction in Integrated ELD is based on Common Core State Standards

and other content standards (i.e., NGSS and California History Standards) and is provided by content teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All ELs will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on topics such as CA ELD Standards, key features of Integrated ELD, the ELA/ELD Framework, and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations

Access to Grade-Level Core Curriculum

To maximize opportunities for language use and content mastery, teachers need to create a safe environment that promotes academic risk-taking. Classroom instruction should focus on both language acquisition and helping students attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Integrated classrooms are composed of ELs with mixed levels and abilities as well as other students, but the common goal is to promote academic language. Classrooms that foster language acquisition include:

1. Explicit instruction and use of language structures and vocabulary that are comprehensible to students
2. Integration of listening, speaking, reading and writing skills
3. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of students able to access the content
4. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames
5. Frequent checks for understanding and purposefully monitoring class during independent and/or group work
6. Weekly student work analysis (formative assessments)
7. Literature within the student's appropriate Lexile level range, available in classroom and school libraries

Request for Removal from English Language Development Program

Parents of English learners have a right to decline or opt their children out of the school's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, the LEA remains obligated to provide the student meaningful instruction (5 CCR Section

11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the Opt-Out Form (Spanish). However, all English Learners, even those who opt-out of the ELD program, must take the Summative ELPAC annually until reclassified.

The process for requesting removal from the ELD program is below.

1. The Opt-Out Form must be requested by a parent/guardian via email, phone call or in person. This may be requested at any time and covers only the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be uploaded to the school's ELL Folder (Opt-Out Folder).
4. Upon approval, the student is removed from the Designated ELD class for the rest of the school year.
5. The student will continue to be identified as an EL until meeting YPICS reclassification criteria.
6. The student will continue to take the ELPAC summative exam in the spring and their progress towards English proficiency will continue to be monitored.
7. If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, the student should be re-enrolled in a Designated ELD course that year.

English Learners with Disabilities

After ELs have been identified using the ELPAC, the school must provide ELs with appropriate language services and programs, and must also provide special education services to ELs who have been identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. The school must offer appropriate services and supports until ELs can fully participate in the education program without EL support. This includes continuing to provide EL services to the highest levels of English proficiency until students have been reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:

- Students' IEP must have the most recent ELPAC scores and an appropriate language goal.
- Students may be placed in a resource class in addition to, not in place of an ELD course that matches their proficiency level.

- If students are Newcomers or at the beginning stages of English language acquisition, they are placed in a Designated ELD course for students who are Emerging and may be double-blocked for ELD. These students may or may not be placed in ELA courses their first year in the school, but will be placed in Integrated ELD instruction in all core content classes.
- If a parent/guardian selects not to place a student in the ELD course, then the parent/guardian must submit an appropriate waiver and must have an IEP to document this programmatic change.

It is important to note that the requirements in a student’s IEP take precedence over EL programming.

If the IEP calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students’ special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction. If a student with an IEP is placed in an ELD course, the ELD teacher must collaborate with the student’s IEP case manager to ensure that instruction effectively meets the student’s IEP goals.

GRADING

Students who are ELs are held to the same high expectations as their non-EL peers, and, therefore, these students should be expected to be graded the same way that their peers are graded. However, to ensure these students have an equitable opportunity to learn and succeed in class, students who are ELs should receive specific language supports based on that student’s learning needs. If a student did not receive a language support on an assignment or assessment that counts as a weighted grade, the grade should be marked as “S” to denote that the grade is pending student assessment with the proper language support.

TESTING ACCOMMODATIONS

All students deserve an equitable opportunity to demonstrate learning on high-stakes assessments. Accommodations and designated supports make these assessments more accessible to EL students. In addition to a legal and moral obligation to ensure all students receive the supports they need in order to be successful, this is also a major opportunity to improve student performance. The Director of Special Education will provide guidance to administrators for the identification of accommodations and designated supports for students with disabilities, ELs, and all other students who would benefit from supports for the following assessments:

- ELPAC
- California Annual Assessment of Student Progress & Performance (CAASPP)
- Advanced Placement (AP)
- Local Assessment systems (e.g., iReady, NWEA, Houghton-Mifflin Reading Inventory, Thinking Nation, etc.)

On schoolwide interim assessments, there is an embedded support called “Text to Speech” that is most appropriate for students who have been in the country for less than 6 years and are reading at the equivalent of a 1st grade level or below (have a Lexile level of less than 200). Additional non-embedded supports (provided in-person at the school by designated personnel) are always encouraged for students who need them. For students with IEPs, these non-embedded supports should be documented in Section K of their IEP. These include:

- Verbally translating test directions
- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small-group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non-writing items and math items)

Please consult with the school site’s Coordinator/Director of Instruction and Director of Special Education for additional guidance on these non-embedded assessment supports.

Exemptions for the ELPAC domains

In some situations, a student’s disability may preclude the student from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate for that student. The CDE’s ELPAC Administration Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall Score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. For a student to be considered as having been assessed in Oral Language, the student must have been assessed in either the Speaking or Listening domain. For a student to be considered as having been assessed in Written Language, the student must have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams

determine that the entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an assessment that is alternate to the ELPAC.

SCHEDULING

English Learners enrolling in secondary schools bring a variety of educational and cultural experiences to their classes. Understanding the language and culture of our ELs is the first step needed to develop, implement, monitor and evaluate an effective schedule to help students progress toward English proficiency, as well as attain challenging content standards in a relatively short period of time. It is critical to identify each student’s level of language proficiency, both in English and in the native language.

ELs at the middle school level need large amounts of exposure and support with the English language. In order for ELs to prepare for success in high school, the goal for middle school ELs is to have them reclassify before entering high school. ELs at the high school level need the opportunity to earn credit from day one. The school will ensure that ELs will have access to core curriculum and the appropriate ELD courses. ELD courses are UCOP approved for A-G credit. One year may replace an English “B” course, and the other courses will count as electives. As such, administrators and counselors in both middle schools and high schools should:

- Organize the master schedule around what is best for all students
- Create a master schedule with special populations in mind first
- Hand-schedule ELs into appropriate classes

Whole School Programmatic Considerations

To begin to implement schoolwide programs and practices that support English Learners, schools should consider implementing the following schoolwide practices:

- Schoolwide focus on developing the academic vocabulary of all students, including modeling academic language for students by teachers, counselors and administrators
- Flexible pathways to graduation, such as summer, adult school and after-school programs
- Training for teachers in ELD strategies and best practices
- ELD Push-In Support: ELD teachers or ELD instructional aides provide ongoing support in content

classroom

After conducting thorough intake assessments, interviews and evaluating transcripts, schools can plan for the appropriate class schedule for each EL. It is important to provide students the opportunity to follow a rigorous academic curriculum, which fosters academic success and helps integrate ELs into the school's culture.

EL Progress Monitoring

(SCHOOL NAME) monitors and regularly assesses the progress of all English Learners, *including those who have opted out of the EL program*, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress identifies students who are not making appropriate progress and allows the school to provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Each YPICS school has established documented monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when students are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress Monitoring includes regular communication with parents and includes the following:

- Performance in grade level content classes
- Performance in ELD course
- Student Reading level /local assessments
- SBAC performance

California State Seal of Biliteracy

Many of our EL students become fully bilingual and biliterate. We encourage them to apply for the California's State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizing high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. To qualify students must meet all the criteria outlined by the California Department of Education.

CHAPTER 3: RECLASSIFICATION CRITERIA & EXITING

RECLASSIFICATION OVERVIEW

Reclassification is the process when a student’s English language proficiency level changes from English Learner to Reclassified Fluent English Proficiency (RFEP) (EC Section 313(f)). The goal is to prepare students for reclassification as quickly as possible and monitor their progress for four years after reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Students with Disabilities

English Learners are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
3. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
4. Parent/guardian opinion and consultation

The chart below outlines the reclassification criteria used by YPICS schools:

Reclassification Criteria			
1. Assessment of Language Proficiency	2. Teacher Evaluation	3. Basic Skills Assessment	4. Parent Consultation
ELPAC - Score of 4 overall	ELA Grade of C (2.0) or higher Fall Reclass Cycle – Semester 1 or 2 of the current school year Spring Reclass Cycle – Semester 1 (Fall of following school year)	Average or Basic on i-Ready Diagnostic Reading outcome OR Average or Basic on NWEA MAPS Reading OR 5-12 Score of Basic, Proficient or Advanced on the Reading	Once the student meets the reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges student’s change in language classification to Reclassified Fluent English Proficient (RFEP). If the parent/guardian

		Inventory (RI) assessment score OR Met or Exceeds on Smarter Balanced Assessment	is not in agreement with reclassification, a meeting will be held with the parent and the Reclassification Team to address parent concerns and determine the best placement option for the student.
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Parent Consultation

Reclassification is a key achievement for EL students, it is important that parents understand the reclassification process and that they are consulted throughout an EL student’s journey towards this important milestone. The school can consult with parents in various ways: hold small group in-person or virtual meetings, and or contact via phone prior to sending the Reclassification letter. During the meeting, the EL Coordinator or Designee reviews the Reclassification Eligibility Form with the parent and gathers parent feedback *prior* to reclassifying the student.

Provision for students with Disabilities

students with disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of ELP and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

When students do not meet the four criteria for reclassification as established by the school, it is possible for the IEP team to consider reclassification based upon the process outlined in this plan which considers the impact of his/her disability on ELP. Note: If the IEP team believes that a student would still benefit from ELD support because he/she has not fully developed English language proficiency, reclassification may not be appropriate.

IEP teams are authorized to follow the process outlined in this plan complete forms the IEP Reclassification Form In accordance with federal and state law, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. However, at no time does the IEP team have the authority to omit any of the four required criteria or substitute them with alternate criteria.

School Site Responsibilities for Reclassification

The school plays the primary role in the process, and has a number of important responsibilities. The reclassification cycle happens twice per year [Fall Reclassification (August) and Spring Reclassification (February)]. Below is a summary of the school responsibilities.

Task	Timeline	School Site
Reclassification Status 22-23 Fall/Spring Cycle	Fall Cycle: August - Spring Cycle: February	Access reclassification rosters in TOMS
Parent Consultation: Reclassification Eligibility Form	Fall Cycle: August - Spring Cycle: February	Download, print & mail parent letters; place a signed copy in each student's cumulative folder
Student SELA Status	CALPADS will be updated in August, February and as needed	Reclassified students are changed to RFEP in CALPADS and Infinite Campus
Scheduling	Fall Cycle: August - Spring Cycle: February	Ensure all reclassified students are enrolled in the correct courses (e.g., reclassified no longer in ELD)
Reclassification Parent Notification Letters	Fall Cycle: August - Spring Cycle: February	Download, print & mail parent letters; place a signed copy in each student's cumulative folder

Monitoring Reclassified students

After students have been reclassified as RFEP, the school will continue to monitor their progress for four years to ensure correct classification, placement and academic support as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304). If an exited English Learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional supports, including but not limited to tutoring, accommodations and support classes, including ELD courses.

Assessment results are maintained in electronic form in Infinite Campus (SIS), EL online platform, and data dashboard platform. This allows for rapid access to results in several formats. This information is accessed for a variety of

purposes, including (but not limited to) information that relates to reclassification. A summary of the school role in monitoring RFEP students is below.

	School Site Role
RFEP Monitoring Reports	Coordinator/Director of Instruction reviews report and assigns appropriate interventions
Tool Updates	Updates ELA Grade, i-Ready/NWEA and CAASPP
Intervention	Coordinator/Director of Instruction and ELD Teacher assign intervention(s) and continue to monitor impact of intervention(s)
Parent Notification	Coordinator/Director of Instruction must ensure monitoring efforts remain updated and the ELD Teacher regularly communicates student progress to parents

Use of Assessment Data for Student Placement and Instructional Planning

Teachers use interim assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. ELPAC data is used for student placement in appropriate ELD courses in middle and high school.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. CAASPP test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and to assign them to appropriate instructional schedules. students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

- School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate interventions.
- ELD teachers examine school site data, including but not limited to CAASPP, ELPAC, local assessments, and academic performance. ELD teachers are tasked with developing a six-week intervention plan with their school

administration and other instructional leaders in order to ensure that all ELs have the supports needed for academic and socio-emotional success.

CHAPTER 4: STAFFING ENGLISH LEARNER PROGRAMS AND TEAMS

STAFFING AND APPROPRIATE TEACHER AUTHORIZATION

Recruiting, developing and retaining excellent educators is essential to the success of our English Learner students. (SCHOOL NAME) will hire teachers who are qualified to provide EL services, and core content teachers who are highly qualified in their field as well as trained to support EL students (20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013). These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the EL program.

Recruitment of Teachers Who Hold or Qualify for the Required EL Authorization:

1. Dissemination of Job Announcements: When the school determines the number of new teaching positions estimated to be available during the next school year, job announcements are sent to:
 - EDJOIN website
 - School website
 - Educational placement centers at university campuses with teacher training programs
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Job fairs: YPICS representatives to colleges and universities to participate in job fair activities.

Certification Requirement Summary & Staffing Approach

Per the California Commission on Teacher Credentialing: “California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners.”¹ To provide students with teaching personnel who hold appropriate credentials necessary to instruct ELs, YPICS and its schools actively recruit and hire teachers who are fully EL Authorized. If candidates who hold an EL Authorization are not available, the YPICS Human Resources Team obtains the necessary documents from qualified candidates to apply for an Emergency EL Authorization Permit. These permit holders must hold either an active permit or full EL Authorization to continue in their assignment. Failure to take timely action may result in a change of employment status. Teachers who are new to YPICS and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intention to complete the requirement. Annual progress toward the EL Authorization is monitored by the Credential Manager, but it is the teacher’s responsibility to earn the authorization.

Student ELD Enrollment and Teacher Credentials

All EL students must be enrolled in the appropriate ELD course, including those with IEPs. All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, etc.) The following authorizations are not considered full EL Authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.

California Prepared Credentials

Currently, credentials that are California prepared are embedded with a basic EL Authorization. Teachers who earned Ryan or Standard teaching credentials prior to inclusion of the ELA preparation and authorization within the preliminary teaching credential must earn an EL Authorization.

Credentials Based on Out-of-State Preparation

Teachers who applied for a California credential based on out-of-state preparation who did not hold a comparable out-of-state EL authorization must earn an EL Authorization such as the CLAD or BCLAD.

Departmentalized English Language Development (ELD)

Teachers teaching departmentalized ELD courses must have (in addition to their teaching credential) a specific EL Authorization that is aligned to ELD in a departmentalized setting. Examples of aligned EL Authorizations include: ELA1, BA**2, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Specially Designed Academic Instruction in English (SDAIE)

Teachers teaching in an SDAIE setting must have (in addition to their teaching credential) an EL Authorization, such as ELAS, ELAM, ELAE or any of those aligned to ELD in a departmentalized setting: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, or S14. An insufficient authorization would be S17S, for example.

Overall Procedures for Assuring Sufficient Qualified Staff

In the spring of each year, the following steps must take place:

- Projects need for Designated ELD sections
- Projects need for English Language Arts classrooms or Integrated ELD sections

- Tentatively staff classrooms/sections with certified staff or anticipates vacancies

YPICS Human Resources

- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses toward initial certification

Coordinator/Director of Instruction (C/Dol) & EL Program Coordination

The coordination of the ELD program is the responsibility of the Coordinator/Director of Instruction. The C/Dol is an integral part of the school’s instructional leadership team and leads ELD strategy at their school site. In collaboration with the English Language Development (ELD) Teacher, the Coordinator/Director of Instruction is responsible for ensuring all English Learner (EL) students are supported academically and social emotionally and will collaborate with counselors, teachers and families to support EL student success. The Coordinator/Director will create and implement the site’s ELD program and coach classroom teachers to effectively use appropriate strategies to ensure strong outcomes for EL students. In addition to these leadership duties, the Coordinator/Director may also provide direct ELD instruction in the classroom.

EL School Teams

An EL School Team is a team of professionals that share a vision, work toward building a culture of collaboration and assume shared responsibility for both outcomes and duties. A team approach creates a means for EL students to receive holistic support that ensures that students are receiving what they need both emotionally and academically.

Recommended Team Member Roles and Responsibilities:

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
Site Team Meetings	Establishes EL Site team, attends and participates in all site EL meetings	Organizes and leads EL site team to meet, establish norms, responsibilities and meeting days/times for the year	Attends and participates all site EL meetings	May attend meeting if needed

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
ELPAC Testing (Initial - August) (Summative - February-May)	Ensures that testing delegation instructions are clear. Holds team accountable	Coordinates and facilitates administration of ELPAC (Initial & Summative); this includes training, scheduling, and receipt and delivery of materials	Facilitates intentionally designed lessons throughout the year that prepare students for the summative ELPAC	Testing coordinator (if different from EL Coordinator) Parent Engagement Specialist: Leads workshop for parents on supporting their student on ELPAC
EL Progress Monitoring	Determines professional development and coaching to support teachers based on analysis	Gathers student data and student written work from core subjects for analysis Facilitates team review of student data (work analysis and assessment) Highlights EL students with IEPs	Provides ELD work samples for analysis Creates reteach plans for class	Teachers: As needed RSP teacher: Participates in review with focus on students with IEPs
SAC/EL-PAC* (August through June) *Minimum of 4 meeting required	Holds team accountable Supports with calendaring meetings, presents at meeting (if applicable) Allocates funds for meeting snacks Ensures SAC/EL-PAC is part of the LCAP/SPSA process	Provides annual training to SAC/EL-PAC members so they are able to meet all requirements Coordinates, schedules meetings and supports SAC/EL-PAC parent Facilitator and ensures all requirements are met Recruits parents, works with parents in planning and creating agenda, presents at meetings if applicable, assigns recorder Ensures SAC/EL-PAC assists in the	Attends and/or presents at SAC/EL-PAC meeting when applicable	Parent Coordinatot Creates flyers, sign-in sheet; actively recruits parents for every SAC/EL-PAC meeting (flyers, parent square, calls); sets up meeting room (projector, writing utensils, snacks); welcomes parents to meeting Teachers: As needed to share insight on support

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		development of the needs assessment Responsible for gathering all required documentation and uploading to SAC/EL-PAC folder Keeps accurate meeting records Plans and assists with SAC/EL-PAC parent appreciation celebration at end of school year		
Reclassification (September: Fall Cycle February: Spring Cycle)	Informs all staff of Reclassification Holds team accountable	Coordinates/facilitates organization of site reclassification documents Organizes parent meetings with Parent Coordinator Supports in collection of necessary documentation Communicates any mistakes to Home Office	Flags any mistakes in reclassification list Supports counselors with new class assignments for RFEP students	Counselors: Changes RFEP student schedules with input from ELD teacher Parent Engagement Specialist: Mail RFEP letters home and ensure that parents sign and return letter
Reclassification Monitoring	Holds team accountable for follow through	Using EL online platform as a tool as a guide, flags students who need more support Facilitates team review of RFEP student data - assists determining intervention	Collaborates with team and students' teachers to suggest interventions	Teachers: As needed Parent Coordinator: Contact parent and set up meeting if needed, follow up with parents regarding consultation and collection of signed letters

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		Creates systems for RFEP parent consultation and for the collection of signed letters		
School EL Support Walkthrough	Facilitates walkthrough and debrief Creates plans based on feedback gathered	Schedules day and activities Invites participants Determines means of collecting feedback Records feedback	Participates in walkthrough Provides feedback	1-2 Teachers RSP teacher, Parent Coordinator, Instructional Aides/Tutors: Participate in walkthroughs
Professional Development: ELD strategies for content areas	Supports as needed	Schedules and plans professional development for content teachers on best practices to support ELs Provides Instructional Leadership coaching guidance Plans follow through observations	Assists admin in planning professional development for content teachers May present strategy to teachers	Instructional Leadership: Coaching guidance Teachers: Participate in professional development and apply strategies
EL testing accommodations	Holds team accountable	Attends EL-related training Completes all necessary documentation Ensures that EL accommodations are requested for all assessments	Supports as needed	RSP: Works with EL Coordinator and Testing coordinator to ensure that accommodations are aligned with IEPs
Movement through Program and Placement	Holds team accountable Monitors and ensures follow-through	MS: Coordinates and schedules transition meeting with high school	Supports as needed	Counselor: Heavy support with transition and graduation plans

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		Identifies highest needs ELs with assistance from RSP and Counselors HS: Ensures that course offerings support EL students' language needs and meet A-G requirements Works with Counselor to ensure that EL students have a graduation plan For Seniors: Carefully tracks progress towards graduation		Tracks EL progress towards promotion (MS) or graduation (HS) Parent Coordinator: Works closely with C/Dol and Counselor to ensure that parents are informed about student progress, important meetings and deadlines

This team approach is designed to ensure the success of our English learners enrolled in the school. The combination of administration, coordinators, teachers, and parent-facing roles ensures the following programmatic features are correctly implemented and monitored:

- Reclassification follow through including parent consultation
- ELPAC Testing (Initial/Summative)
- EL student progress monitoring
- RFEP progress monitoring
- ELAC/EL-Parent Advisory Committee (EL-PAC) formation and meetings
- EL testing accommodations (ELPAC, CAASPP)
- Ensure that all EL students' Cumulative Records have all the required documentation

CHAPTER 5: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

PROFESSIONAL DEVELOPMENT OVERVIEW

In order to create an effective English Learner Program, (SCHOOL NAME) will foster a school culture that is mindful of the contributions of students from diverse linguistic, cultural and experiential backgrounds. The school provides students with structures and processes that address the needs of all students. School leaders engage guidance counselors, teachers and staff in order to provide professional development that promotes a culturally aware, instructionally sound, schoolwide system of support.

EL-Specific Professional Development

(SCHOOL NAME) will provide a series of EL specific professional development aligned to our ELD goals in order to effectively implement the school's EL program (Castaneda v. Pickard [5th Cir. 1981]648 F.2d989, 1011-1013).

Professional development is provided to classroom teachers, administrations and staff that is:

- (a) Designed to improve the instruction and assessment of ELs;
- (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A-D])

The school hosts a series of virtual EL professional development events throughout the year that focus on providing ELD and core teachers with the tools, strategies, and best practices to support EL students to increase their English language proficiency in the four domains: speaking, listening, reading and writing.

ELPAC Testing Professional Development

The state mandates that each school send ELPAC coordinators to an in-person training. In light of the measures being taken nationwide to attempt to slow the spread of coronavirus disease 2019 (COVID-19), the California Department of Education, and the Sacramento County Office of Education (SCOE) will continue the virtual training modules format for the 23-24 Initial English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training. Each local educational agency (LEA) will be required to complete the online certification. Virtual training modules for LEA ELPAC coordinators and ELPAC test examiners will be available in the Moodle Training Site. Virtual training for the 2023-24 computer-based Initial ELPAC will launch in the Spring on Moodle. All current and new Moodle users will need to establish new user accounts for the ELPAC Moodle Training Site.

CHAPTER 6: PARENT ENGAGEMENT

PARENT ENGAGEMENT OVERVIEW

Community is one of the YPICS schools' core values. We empower parents with information in order for them to advocate and participate in meaningful ways. Parents must work with school staff to promote student achievement and increase college and career opportunities for our students. In order for us to ensure English Learner parent participation, we must:

- Welcome parents in the school by creating a safe and inviting school culture
- Have regular, two-way communication between the school and home
- Make parents a full partner in the decisions that affect EL students

Welcoming Parents

A welcoming school environment can make a tremendous difference for EL families. Many staff members are bilingual, and the Parent Coordinator ready to support families as they enroll in our schools. Getting to know EL families helps build an important relationship based on trust that can pave the way to student success. The following best practices ensure that schools welcome EL families warmly:

- **Enrollment Process:** The enrollment process can be complicated; however, the Parent Coordinator and/or bilingual staff in the main office should assist parents with completing applications, requesting documentation and answering questions they may have.
- **Reclassification Consultation:** Reclassification is a key achievement for EL students, it is important that parents understand the reclassification process and are consulted throughout an EL student's journey towards this important milestone.
- **Parent Orientation:** All new incoming parents attend a school orientation at the beginning of the school year. Parent orientation is the first step toward student success. It is important that EL parents and/or guardians are urged to attend. During orientation, parents learn about the school's academic and extracurricular programs, EL program, promotion/graduation requirements, college counseling, bell schedule, academic calendar and school resources. Bilingual staff should be available to provide translation services and support EL families.
- **EL Parent Welcome Packet:** All new EL parents can receive an ELD Parent Welcome Packet, which contains information (English/Spanish) on the ELD parent options, EL school contact information and community

resources that assist families with learning English, translation and other helpful resources. The Home Office provides resources that schools can use to create their packet.

- **Parent Workshops:** The school can provide opportunities for parents to participate in a variety of workshops, such as Health and Nutrition, A-G requirements and Navigating the Cal-State/UC systems. Schools provide English/Spanish translations.
- **School Website:** School website is a resource of information for parents. In addition to school news, websites will publish EL (team or designee) contact information, translated parent handbooks and translated Board of Directors (BoD) agendas and minutes.
- **Phone Calls Home:** School employs the use of an automated calling system as well as direct outreach to contact parents with information regarding student attendance, upcoming events, etc.
- **Flyers:** Bilingual flyers (English/Spanish) can be sent home with important information, such as school events, parent conferences, parent workshops, field trips, etc.
- **Progress Reports:** Schools mail parents their student’s academic progress reports every five weeks.
- **Progress Monitoring:** Consistent communication parents their student’s EL /RFEP progress towards academic success.
- **EL Parent Letters:** School mails home translated letters (English/Spanish) to inform parents of EL assessment, EL Annual Notification and placement, and RFEP monitoring.

Partners in Decision-Making

English Learner Parent Advisory Committees (EL-PAC): The major function of the EL-PAC committee is to advise and make recommendations to the Executive Administrator and School Advisory Committee (SAC) on the implementation and evaluation of the school’s services for ELs. The following chart provides a timeline of recommended actions for the EL-PAC:

Date	Action/Activity	Goal/Commitment
October	School Board meeting & EL Master Plan	The Board of Directors will be informed of the authorizer requirements for formation of an advisory committee separate from the District-approved petitions that allowed for the needs of the EL student group to be addressed through the School Advisory Committee. Specific guidance will be communicated to the board regarding the formation of the council and the requirements.

Date	Action/Activity	Goal/Commitment
		The Board approves the EL Master Plan, which details how to strategically address the recommendations of parents around the educational program for ELs.
October/	School Advisory Committee (SAC) & English Learner Advisory Committee (EL-PAC)	Flyers, phone calling system, school newsletters and the school website will be used to promote parent involvement in the SAC/EL-PAC This advisory committee will conduct the activities outlined in state guidance.
November	SAC/ EL-PAC #1	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● Language Census ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● i-Ready ● School attendance policy/plan and data ● Parent involvement opportunities and data <p>*Delegation of Authority by the EL-PAC, reclassification data and EL program services at school site. LCAP Overview.</p>
December/ January	SAC/ EL-PAC #2	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● EL achievement data (Interims) ● California Dashboard ● i-Ready Data ● Student Attendance & Chronic Absenteeism ● Parent involvement /education opportunities ● EL Graduation/Promotion progress ● LCAP update ● Reclassification criteria ● ELPAC Summative Assessment overview
March/April	SAC/ EL-PAC #3	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● Spring Reclassification ● EL Graduation/Promotion progress ● LCAP review and feedback ● Student attendance data
May/June	SAC/ EL-PAC #4	<p>The following topics must be covered:</p> <ul style="list-style-type: none"> ● Student attendance data ● EL achievement data (Interims) ● LCAP for next school year

Date	Action/Activity	Goal/Commitment
		<ul style="list-style-type: none"> • EL Graduation/Promotion progress • Student attendance data

Process for Parent Request for Language Acquisition Program

Proposition 58 (Prop 58), otherwise known as Global CA 2030, an initiative set aside by Governor Brown provides for districts and charters to have a process in place should parents of a school request a language acquisition program within a school or district. The threshold pertaining to requests is either 20 parents at a singular grade level requesting a program or 30 parents school wide.

Receiving and Tracking Parent Requests: The school is required to maintain written records of parent requests (even if the request is made verbally) which include:

- Date of request
- Parent and student names
- Description of request
- Grade level

When the threshold is met (20 requests at grade level or 30 at the site), the sixty-day requirement to respond to request time begins.

Communication: Within ten (10) days (these 10 days are part of the 60-day requirement) of reaching the threshold, the school site, in partnership with the LSC, will notify the parents of students attending the school, the school’s teachers, administrators, English Learner Parent Committee and the School Advisory Council in writing, of the parents’ requests for a language acquisition program.

Cost and Resource Analysis: The site administrator and the Chief Operations Officer (COO) will then carry out the following process and conduct a cost and resource analysis.

- A. COO work with the site principal and community stakeholders to determine the fiscal commitment necessary to implement a high-quality language program. Costs and resources to be considered include but are not limited to:
1. Certificated teachers with appropriate authorizations
 2. Space

3. Curriculum and instructional resources
4. Pertinent Professional Development for the proposed program
5. Infrastructure
6. Time for implementation
7. Parent and community engagement

3. Determination: Upon completion of the cost and resources analysis, the site administrator in consultation with the Chief Accountability Officer (CAO) will determine whether it is possible to implement the requested language acquisition program.

A. Within 60 calendar days of reaching the threshold described above, the school will provide notice in writing to the parents of the students attending the school, the school's teachers and administrators of its determination.

- Determination to implement language acquisition program at the school: should the school be able to implement the program, the school will publish a reasonable timeline of actions necessary to implement the language acquisition program. As part of the implementation, the school leadership confers with school personnel including administration, and teachers with the authorizations required to provide or oversee programs and services for ELs, regarding the design and content of the language acquisition program.
- Determination not to implement language acquisition program at the school: in the case where it is determined that it is not possible to implement a language acquisition program requested by the parents, the school shall provide in written form an explanation of the reasons that the program cannot be provided and may offer an alternative option that can be implemented at the school. Citations: EC Sections 305 and 310; 5CCR Section 11311 and 11312

CHAPTER 7: PROGRAM EVALUATION

PROGRAM EVALUATION OVERVIEW

Evaluating the English Learner program, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about practices, services and procedures.

Evaluation should be ongoing so that data is constantly being gathered and examined to guide decisions about what does or does not work and why. A formative evaluation during the first semester will provide an opportunity to apply evaluation feedback and make improvements to the program immediately.

A summative evaluation at the end of the year will help the school identify the successes of the program, practices, procedures, or activities, as well as identify the areas needing improvement. Recommendations about whether or not practices should be continued are determined for the next school year. Formative and summative evaluations together are powerful tools for making educational decisions and setting policies about programs and practices for ELs.

A system of program evaluation can provide a rich source of information for teaching and guiding ELs' learning, assist in gauging the effectiveness of practices and procedures that support ELs, contribute to student achievement, and satisfy reporting requirements, especially those related to student success.

EL Program Needs Assessment

An Annual EL Needs Assessment will be conducted by (SCHOOL NAME)'s under the streamlined responsibilities to the School Advisory Council (SAC)/EL-PAC. The recommendations should be shared with the Executive Administrator and in collaboration, next steps will be identified based on the recommendations. These next steps will be shared with SAC/EL-PAC.

Coversheet

Approval for Change in Signatory for BCCS US Bank Parent and Student Accounts.

Section: V. Items Scheduled For Action
Item: G. Approval for Change in Signatory for BCCS US Bank Parent and Student Accounts.
Purpose: Vote
Submitted by:
Related Material:
23-24 Board Recommendation_Change in Bank Account Signatories (Oct 30).pdf

Recommendation to Update Signatories on Parent and Student Accounts

BACKGROUND/ ANALYSIS

Currently, the parent and student accounts have signatories that do not match the staff working at the school. The only parent account signatories are Ruben Duenas and Diana Gamez, meaning no one on site at the school can sign the checks. The student account has three appropriate people assigned as signatories, Ruben Duenas (COO), Dr. Kevin Myers (EA) and Joseph Arreola (Coordinator of School Culture and Climate). However, a former employee, Kirk Takeyama, is still listed as a signatory.

RECOMMENDATION

We would like to make the following updates to the parent account:

- Add *Kevin Myers* as a signatory.
- Add *Daniel Rios* as a signatory.
- Leave *Ruben Duenas* as a signatory.
- Remove *Diana Gamez* as a signatory.

We would like to make the following updates to the student account:

- Leave *Ruben Duenas* as a signatory.
- Leave *Kevin Myers* as a signatory.
- Leave *Joseph Arreola* as a signatory.
- Remove *Kirk Takeyama* as a signatory.

Action Item
October 30, 2023

Coversheet

SAC Incorporating Duties of Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC)

Section: V. Items Scheduled For Action
Item: H. SAC Incorporating Duties of Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC)
Purpose: Vote
Submitted by:
Related Material:
Board_Brief_Recommendation_to_Approve_Combining_SAC with PACs (1).pdf

Recommendation to Approve SAC Incorporating Duties of Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC)

BACKGROUND/ ANALYSIS

In reviewing new guidance from the California Department of Education regarding LEAs that use the Local Control and Accountability Plan (LCAP) as the Title I School Plan for Student Achievement (SPSA), these schools are required to form two additional parent bodies for review and feedback on the plan development.

The parent advisory committee must be composed of a majority of parents or legal guardians of currently enrolled students. The committee must include parents of students who are low income, English learners and foster youth and parents of students with disabilities (5 CCR 15495[f]; EC sections 52063 and 52069).

As the LEAs currently have School Advisory Committees which have been delegated the authority over English Learner programs, the current SACs will assume the purview of the review and feedback in the development process of the LCAPs, and provide final recommendation to the Board of Directors for the approval of the plans. These meetings will be agendized as "SAC - PAC/EL-PAC" and follow all previously established guidelines for the operation of the School Advisory Committee.

[Reference: California Department of Education, "LCFF Frequently Asked Questions" section entitled "Parent and Community Engagement", <https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#PCE> accessed on October 23, 2023.]

RECOMMENDATION

It is recommended that the Board of Directors approve the recognition of the combined School Advisory Committee - PAC/EL-PAC to ensure the requirements of both new committees are streamlined into a single body with responsibilities for the LCAP and continuous improvement under Title I. Moving forward YPICS SAC Meeting Minutes and Agendas will reflect a combined title to ensure the responsibilities are fulfilled and requirements are clear.

**Action Item
October 30, 2023**

Coversheet

Rescinding of the YPICS Covid-19 Vaccination Requirement/ Policy

Section: V. Items Scheduled For Action
Item: I. Rescinding of the YPICS Covid-19 Vaccination Requirement/ Policy
Purpose: Vote
Submitted by:
Related Material:
Board Brief Recommendation Rescind YPICS Covid 19 Vaccination Policy 103023.pdf



October 30, 2023

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve the Rescission of YPI Charter Schools' COVID-19 Vaccination Policy

BACKGROUND

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 also send Charter Schools Division (CSD) evidence of posting. Per CSD's email to charters on December 16, 2021, YPICS was required to post:

- YPICS' current employee vaccine policy
- LAUSD's Policies Approved on December 14, 2021
- YPICS' COVID-19 Safety Plans
- Testing/Case Dashboard Data (even if it is a link to the data from LADPH)

The LAUSD vaccination policy applied 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.).

On February 1, 2023, the Los Angeles City Council Emergency Order ended. On February 28, 2023, California's state of emergency for COVID-19 ended. On March 31, 2023, the Los Angeles County Board of Supervisors ended the County's COVID-19 emergency declarations. On May 11, 2023, the Biden administration ended the Coronavirus Public Health Emergency Declaration. In the same month, the World Health Organization Director-General determined that COVID-19 no longer constitutes a public health emergency of international concern.

On September 26, 2023, the LAUSD Board of Education approved the rescission of the LAUSD Vaccination Requirement. LAUSD no longer requires proof of vaccination for new hires, contractors, volunteers, third-party facilities users, and other service providers before they are permitted to provide instructional and other services to schools, students, and offices.

ANALYSIS

This action seeks authorization from the Board of Trustees to rescind YPICS' COVID-19 vaccination in alignment with Local Education Agencies throughout the state of California.

RECOMMENDATION

It is recommended that the Board of Trustees approve the rescission of YPI Charter Schools' COVID-19 vaccination requirement.

Coversheet

Replacement Keycard System for Monseñor Oscar Romero Charter School

Section: V. Items Scheduled For Action
Item: J. Replacement Keycard System for Monseñor Oscar Romero Charter
School
Purpose: Vote
Submitted by:
Related Material: Quotes for Keycard System .pdf

	Company		
Description	BEI Conect - Proposal A	BEI Conect - Proposal B	First Fire Systems Proposal
Name	SALTO Solution	Paxton Solution	First Fire Systems
Overall Cost	\$79,792.98	\$58,445.34	\$58,745.00
Difference in Cost	N/A	N/A	5yr renewal
Renewal Cost	N/A	N/A	\$2,000.00
Long term savings	One -Time Fee	One - Time Fee	
Quote Expires within	30 days from 9/22/23	30 days from 9/22/23	30 days from 8/22/23
Lead	Manager	Manager	Manager / Don Harnish
Ordering of parts	2 weeks to get material	2 weeks to get material	1 month to get material
Instalation	two weeks	two weeks	Installation
Support	system 1 yr parts & labor	system 1 yr parts & labor	support for 1st Year
Prefered labor hours	12:30am	12:30am	