Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday February 2, 2026 at 6:00 PM PST

Location

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

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoo m link below: https://us06web.zoom.us/j/89118246591

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

Board members will be calling in from:
1728 S. Vermont Ave, 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 December 8, 2025 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
II.	**Communications**			**6:02 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:

		Purpose	Presenter	Time

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.

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

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

III. Items Scheduled for Information — 6:02 PM

A.	Board Committee Updates	FYI	Mary Keipp	5 m

1. Board Academic Committee update presented by Committee Chair Cesar Lopez- The Academic Committee did meet in December to review the CA Dashboards for each school. The next scheduled meeting will be in March to review mid-year district benchmark assessment results against the academic school action plans.

2. Board Finance Committee update presented by Committee Chair, Michael Green: Finance Committee met last on February 2, 2025, at 5:00 PM. Fiscal items recommended by the committee to the board for approval during the regular board

		Purpose	Presenter	Time
	meeting today at 6:00 PM. The next committee meeting will be scheduled once the audit for the fiscal year ending June 2025 is complete 3. Board Technology Committee update will be presented by Committee Chair, Dean Cho.			
B.	YPICS Director of Special Education's Compliance Report	FYI	Vashon Nutt	2 m
C.	Bert Corona Charter School 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 Executive Administrator's Report	FYI	Max Garcia	2 m
F.	YPICS Chief Operations Officer's Report	FYI	Ruben Duenas	2 m
G.	YPICS Executive Director Report	FYI	Yvette King-Berg	2 m
H.	Form 700		Mary Keipp	5 m
I.	LCAP Mid-Year Update	Discuss	Yvette	5 m
J.	Regional Placement Center Program: Partnership with Expatiate	Discuss	Yvette King-Berg	5 m
K.	Facilities: 26-27 Prop 39 Preliminary Offer for Bert Corona Charter High School	FYI	Yvette King-Berg	1 m

IV. Consent Agenda Items — 6:35 PM

A.	Background 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 removal 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.	Vote		5 m
B.	Consent Items- YPICS SARC Reports and ASES GANS	Vote	Mary Keipp	3 m

	Purpose	Presenter	Time

1. Receive the Bert Corona Charter Middle ASES GAN $203,482.84 (July 1, 2025-June 30, 2026) and (Monseñor Oscar Romero Charter Middle ASES GAN for $ $203,482.84 (July 1, 2025-June 30, 2026)

2. Recommendation to receive and file 2024-2025 School Accountability Report Card (SARC) documents for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School

V. Items Scheduled For Action — 6:43 PM

A. FY25-26 YPICS December Financials — Vote — Irina Castillo — 5 m

This is a recommendation to approve the YPICS December 2025 financials and check registers as submitted.

B. YPICS FY24-25 Audit — Vote — Irina Castillo — 10 m

This is a recommendation to approve the YPICS FY24-25 audit.

C. Approve the YPICS Volunteer Policy — Vote — Ruben Duenas — 2 m

This recommendation is to approve the YPICS Volunteer Policy, which meets state law requirements. Staff recommends approval of the YPICSVolunteer Policy to enable school sites to begin using volunteers to support staff on our campuses.

VI. Announcements — 7:00 PM

A. Next Board Meeting — FYI — Yvette King-Berg — 2 m

The next YPICS Regular Board Meeting is scheduled for Monday, March 2, 2026.

VII. Closing Items — 7:02 PM

A. Adjourn Meeting — Vote — Mary Keipp

Coversheet

YPICS Director of Special Education's Compliance Report

Section:	III. Items Scheduled for Information
Item:	B. YPICS Director of Special Education's Compliance Report
Purpose:	FYI
Submitted by:	
Related Material:	YPICS SPED Director Report 2_2_26.pdf

YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION

Submitted by: Vashon Nutt

February 2, 2026

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 serve their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to succeed in high school and beyond.

This report contains information regarding Compliance, Staffing, and Special Education Highlights across one or more YPI Charter Schools.

COMPLIANCE

Site-Based Compliance by School Site

The chart below illustrates the number of students on each teacher's caseload. California Ed Code states that Resource Specialist Teacher caseloads must not exceed 28 students.

Current Caseloads					
BCCS		BCCHS		MORCS	
Teacher	Caseload	Teacher	Caseload	Teacher	Caseload
A.N.	26	S.A	4	B.R.	17
S.P.	25	J.M.	28	C.M.	17
O.R.	24	J.P.	28		
S.A.	8				
Total	**83**		**60**		**34**
BCCS Average	20.75	BCCHS Average	20.00	MORCS Average	17.00

The chart below illustrates the number of IEPs overdue and the school site's service delivery. The Goal is to have zero overdue IEPs and to deliver at least 80% of all services at 90% or higher of the target minutes.

February	IEP and Service Compliance							
	School	Overdue IEPs	Tiers 1-2 90% - 100% Service Delivery	% Tiers 1-2	Tier 3 80% - 89% Service Delivery	% Tier 3	Tiers 4-6 0% - 70% Service Delivery	% Tiers 4-6
	BCCS	0	123	73.7%	35	21.0%	8	4.8%
	BCCHS	1	90	90.0%	6	6.0%	3	3.0%
	MORCS	0	41	62.1%	22	33.3%	3	4.5%

December	IEP and Service Compliance							
	School	Overdue IEPs	Tiers 1-2 90% - 100% Service Delivery	% Tiers 1-2	Tier 3 80% - 89% Service Delivery	% Tier 3	Tiers 4-6 0% - 70% Service Delivery	% Tiers 4-6
	BCCS	0	139	79.4%	28	16.0%	6	3.4%
	BCCHS	0	56	57.1%	32	32.7%	9	9.2%
	MORCS	0	39	58.2%	24	35.8%	3	4.5%

Key:

	School complies with the requirement to conduct timely IEPs and deliver services. No remedy needed.
	Potential compliance issues. Service delivery below Tier 3 would be grounds for corrective action per the District Validation Review (DVR). Typically easy to remedy.
	Potential compliance issues. Service delivery below Tier 4 would result in a "lack of service provision" letter from the district during the Benchmark periods. More difficult to remedy.

Comparison of December vs. February Data

Comparing and analyzing IEP and Service Compliance data for December and February reveals varying levels of improvement across the three schools.

The detailed comparison table, including the change from December to February, is provided below:

Key Findings and Analysis

The primary goal for compliance is to maximize the percentage of students in **Tiers 1-2 (90%-100% Service Delivery)** and minimize the number of **Overdue IEPs** and service delivery in **Tiers 4-6 (0%-70% Service Delivery)**.

1. **BCCHS (Bert Corona Charter High School)**
    - **Significant Improvement:** BCCHS saw the most dramatic improvement in service delivery. The percentage of students receiving 90–100% of their services (Tiers 1-2) jumped from **57.1% in December to 90.0% in February** (+32.9%).
    - **Reduction in Low Compliance:** Students in the lowest compliance bracket (Tiers 4-6) dropped from 9.2% to 3.0%.
    - **IEP Management:** Despite service delivery gains, the school went from 0 overdue IEPs to 1.

2. **BCCS (Bert Corona Charter School)**
    - **Slight Decline:** BCCS experienced a decline in compliance metrics. High-tier service delivery (Tiers 1-2) dropped from **79.4% to 73.7%** (-5.7%).
    - **Shift to Tier 3:** The number of students in the 80–89% service delivery bracket increased from 16.0% to 21.0%.
    - **IEP Management:** Maintained a perfect record with **0 overdue IEPs**.

3. **MORCS (Monsenor Oscar Romero Charter School)**
    - **Steady Progress:** MORCS showed modest, steady improvement. High-tier service delivery (Tiers 1-2) increased from **58.2% to 62.1%** (+3.9%).
    - **Stability:** The percentage of students receiving less than 70% of services (Tiers 4-6) remained stable at 4.5%.
    - **IEP Management:** Maintained **0 overdue IEPs**.

Summary of Trends

- **Service Delivery:** Both **BCCHS** and **MORCS** improved their high-tier service delivery percentages, with BCCHS showing an exceptional increase. **BCCS** was the only school where high-tier compliance decreased.
- **IEP Compliance:** Total overdue IEPs across the three schools increased from **0 to 1** (attributed to BCCHS). **This IEP is scheduled for February 2, 2026**. The parent has requested to reschedule this IEP meeting several times due to illness.

- **Overall Performance: BCCHS** is currently the top performer in service delivery (90% at Tiers 1-2), while MORCS still has the highest proportion of students in the mid-compliance tier (Tiers 3) at approximately 33%.

Next Steps for Compliance Improvement

1. Reiterate that service tracking must be completed weekly. Students in Tier 3 are the result of a lapse in service documentation, not a failure to provide service.
2. Reinforce the scheduling of IEPs 60-90 days early to prevent IEPs from going overdue due to scheduling conflicts or circumstances that are outside of the school's control.
3. As a member of the Instructional Team, the Director of SPED will track and document communication with teachers regarding progress toward meeting the above deliverables in School Mint Grow. The Director will also update the school's Executive Administrator at least monthly on the teacher's progress toward meeting these goals.

STAFFING

OUTSIDE VENDORS

The following is information on services provided to YPICS schools by outside vendors.

Vendor	Services
Cross Country Education	Educational Services (HOH, OT, LAS)
The Classroom Crew	Adaptive PE Teacher

BEHAVIOR SERVICES-OUTSIDE VENDORS

Vendor	Services
Scoot (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

CURRENT SPECIAL EDUCATION SUPPORT STAFF

School	Cross Country	Internal Hire
BCCS		1 BID, 3 BII (1 open Part-time Para position)
BCCHS		1BID, 4 BII (1 open Part-time Para position)
MORCS		1 BID, 3 BII
BID Services Now being provided by our School Psychologists		

Remaining Open Positions

- *One (1) Paraprofessionals - Part-time (BCCS)*
- *One (1) Paraprofessionals - Part-time (BCCHS)*

25-26 COMPLIANCE MONITORING

- **Bert Corona Charter School** will participate in DVR during the 25-26 school year.
  - November 17, 2025 - Virtual Student Record Review (completed)
  - December 3, 2025 - In-Person DVR Activities (completed)
  - **February 10, 2026** - DVR Corrective Actions Due

- **Bert Corona Charter High School** will participate in the DVR during the 25-26 school year.
  - November 21, 2025 - Virtual Student Record Review (completed)
  - December 10, 2025 - In-Person DVR Activities (completed)
  - **February 17, 2026** - DVR Corrective Actions Due

The Director of Special Education conducts special education compliance monitoring in coordination with school site leads and Coordinators of Instruction.

Coversheet

Bert Corona Charter School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	C. Bert Corona Charter School Executive Administrator's Report
Purpose:	FYI
Submitted by:	
Related Material:	25-26 Strategic Plan Stakeholder Report (DecemberJanuary).pdf 25-26 BCCS EA BoD Report (January).docx.pdf

BERT CORONA
CHARTER SCHOOL

STRATEGIC PLAN UPDATE

SOLUTIONS AND FOCUS AREAS

Based on our data review and the equity gaps we identified, we selected 4 main areas of focus for the 25-26 school year:

- **Academic Excellence**
- **Data-Driven Decision Making**
- **Program Implementation Fidelity**
- **Cross-Collaboration**

Key metrics

These are the major goals we have in place for the school year.

100% of students
will complete 150 or more math and reading iReady lessons (combined, 75 in each area)

35% of students
will score a 3 or better on their CAASPP math/reading assessments

20 Teacher Interactions
Each teacher will receive at least 20 coaching interactions with administration.

30% of MLs
will meet reclassification requirements by May 2025.

95% attendance
We will maintain a 95% attendance rate this year and will have no more than 10% chronic absenteeism rate.

80% or higher
Fidelity to our PBIS program (supports and expectations for students)

95% EXL participation
95% of students enrolled in EXL will participate at least 3 days per week.

INSTRUCTION UPDATE

INSTRUCTION GOALS

Our goals for instruction this year center around academic excellence and equity for all students. We will be putting a particular focus and intentionality on the way we work with ELs, students with special needs, and all students in math. District goals also include the use of writing across all content areas.

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

Goal 2: Provide teachers with consistent and effective coaching and professional development through collaboration with other departments.

Goal 3: Refine the structure of Co-Planning to create a culture of accountability and collaboration.

Goal 4: Reintroduce a presentation of learning (POL) in advisory.

KEY ACTION STEPS ALREADY TAKEN TO MEET GOALS

Goal 1:

- Scores shared with students and families.
- Academic Contracts and Peer Mentors
- 1st performance task complete, 2nd due by end of January.
- Started attendance recovery program.
- Co-planning/teaching
- Shift staff to support SPED.
- UCLA Math Project

Goal 2:

- UCLA Math Coaching
- All observatiosn completed during S1
- Shared 2 glows/1 grow
- Met grow touchpoint goal
- PD and T-F Plan Implemented
- iReady data analyzed with team.

Goal 3:

- Co-planning continues to be protected time.
- Co-planning process document was refined and is shared/discussed regularly during planning sessions.

Goal 4:

- Continued work with Ms. Bravo (advisory lead) to roll out POLs
- Created website template, rubric, and checklist.
- Added POL to 8th Grade Eligibility- flyer handed out to families and students.

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

Goal 1 Successes:

- **7 students already reclassified this year**
- **Use of iReady Option (local comparison) yields stronger results for ELs.**
- **iReady Growth Data looks great!**

Reading: 104% Typical Growth

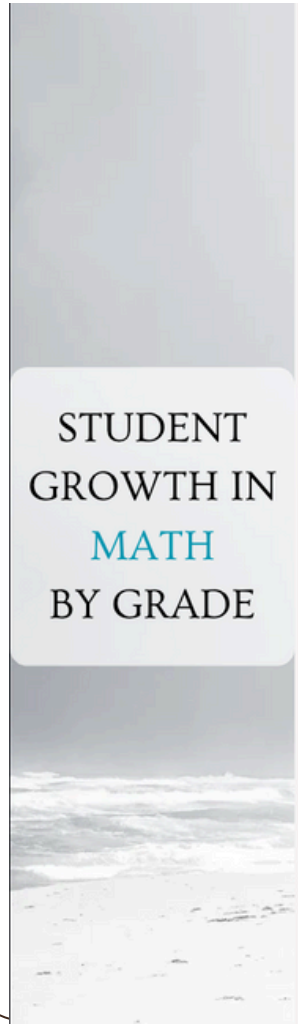
Math: 51% Typical Growth

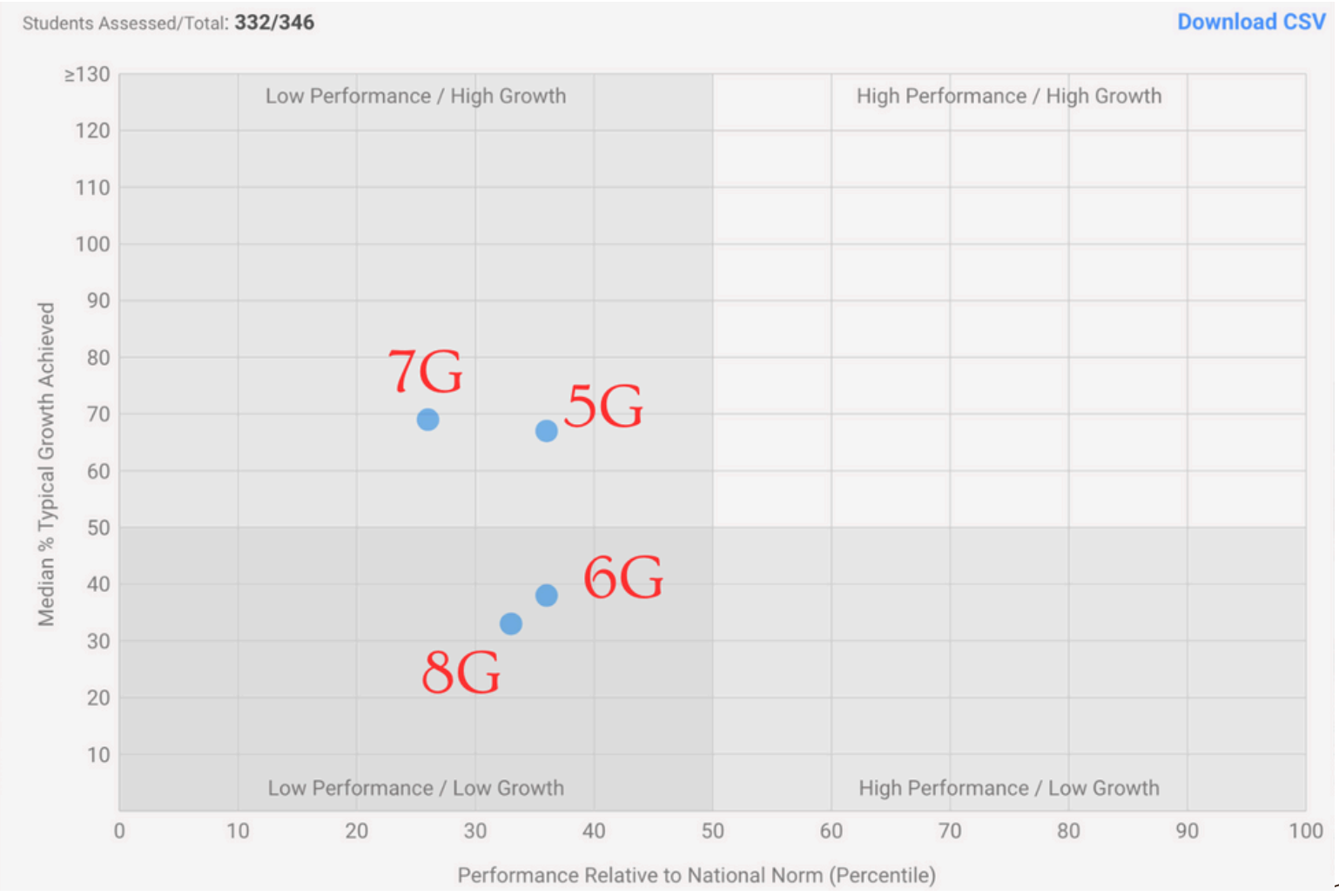
Reading performance on the mid-year diagnostic exceeded our goals. Math is right on track for 100% typical growth by the end of the year.

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA

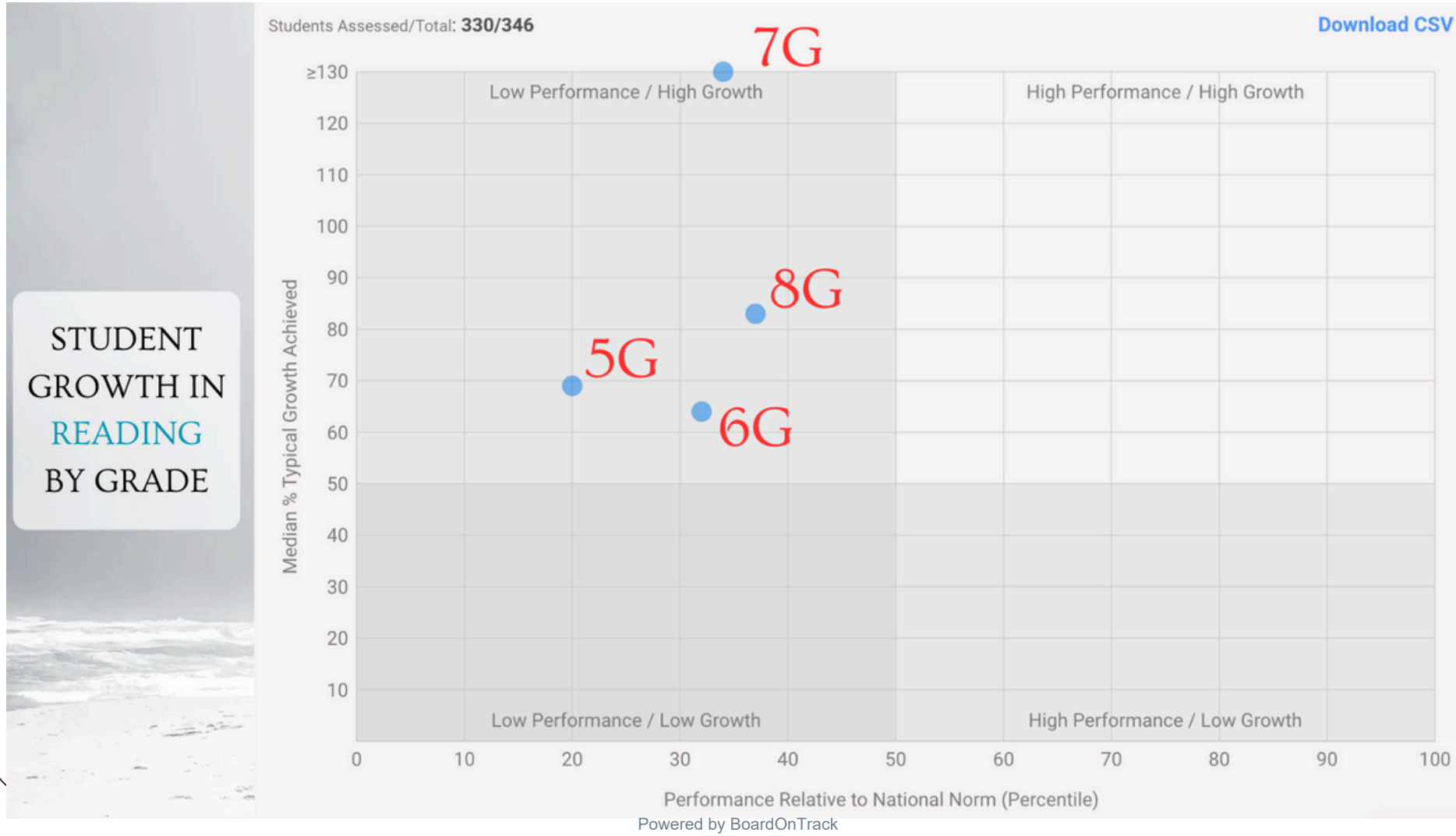




INSTRUCTION UPDATE

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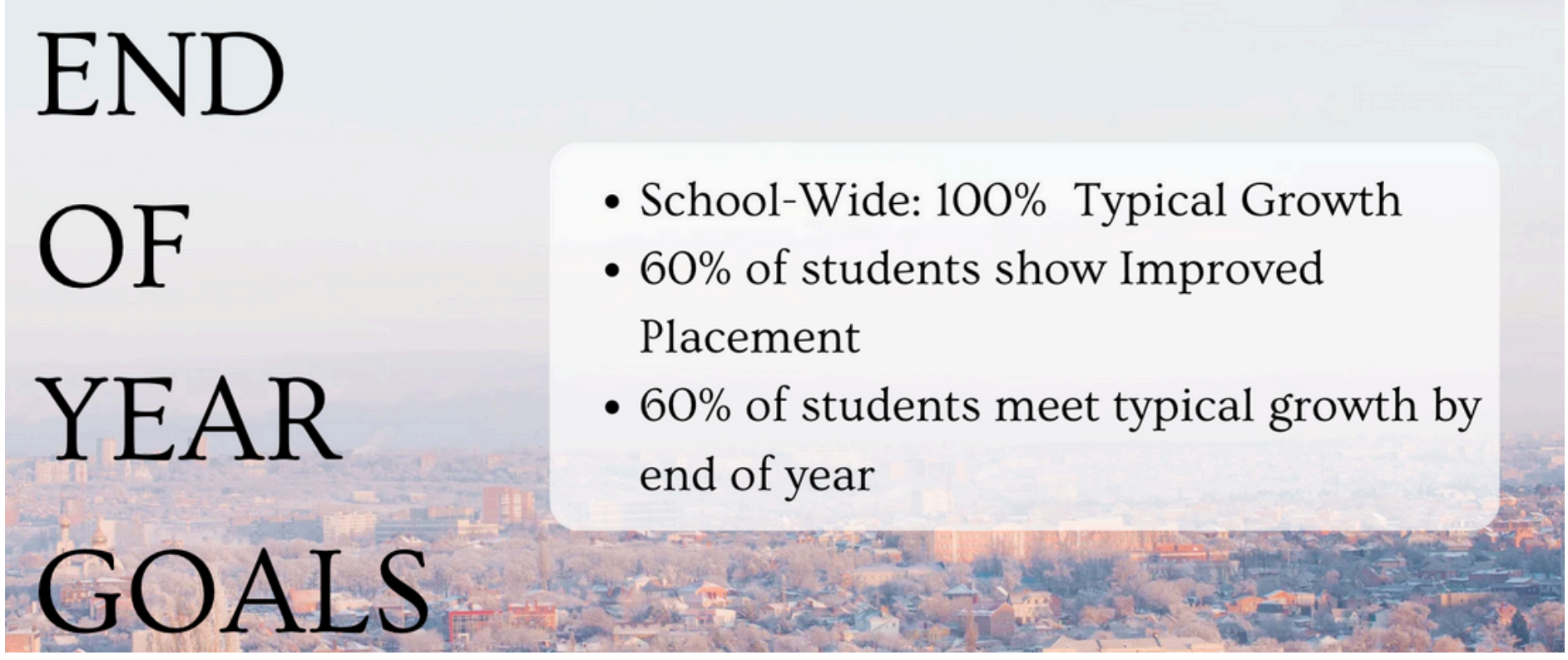
IREADY DATA



INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

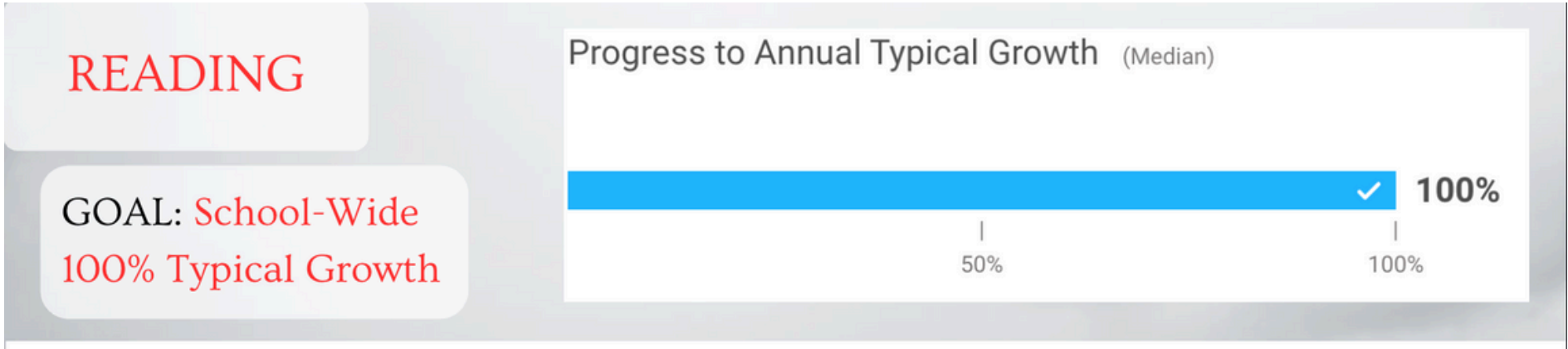
IREADY DATA– Reminder of Goals

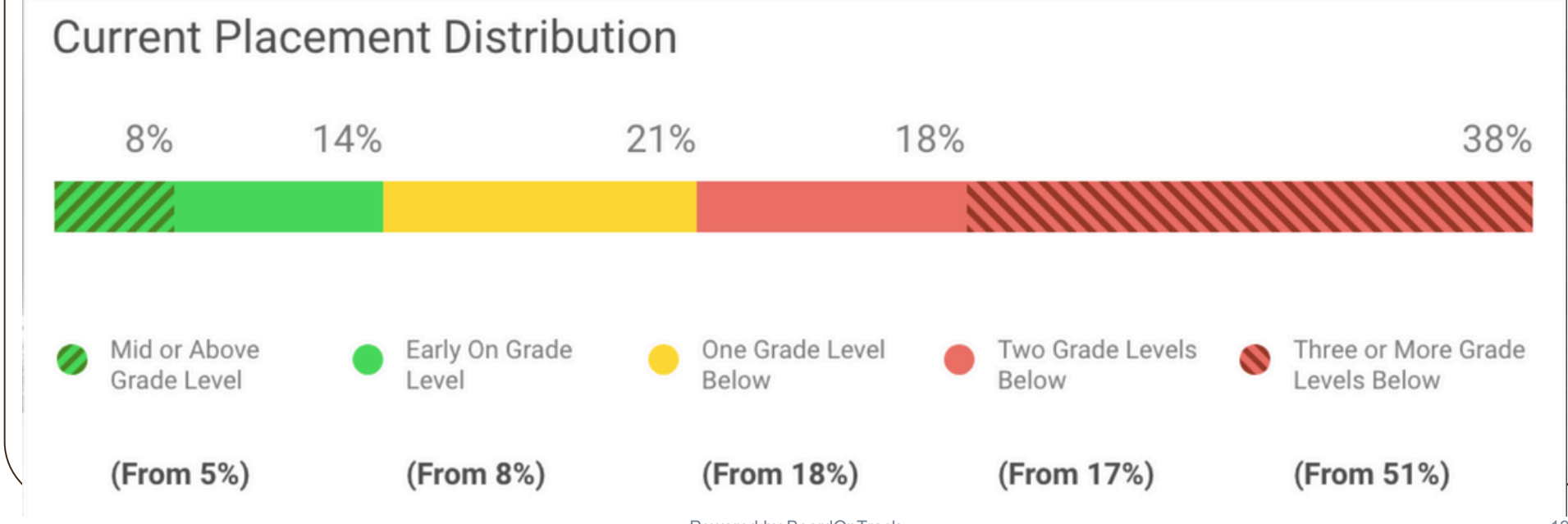


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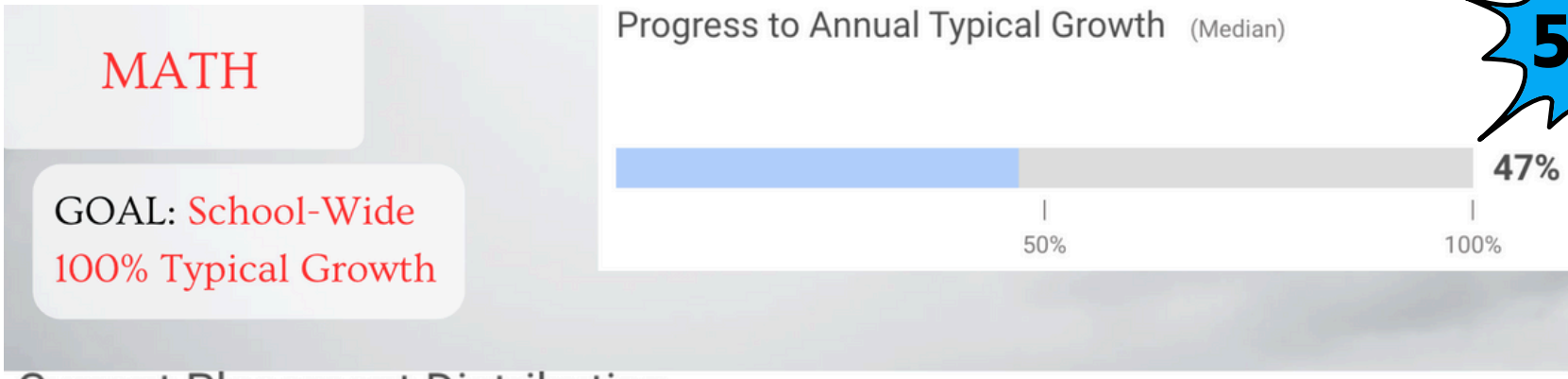




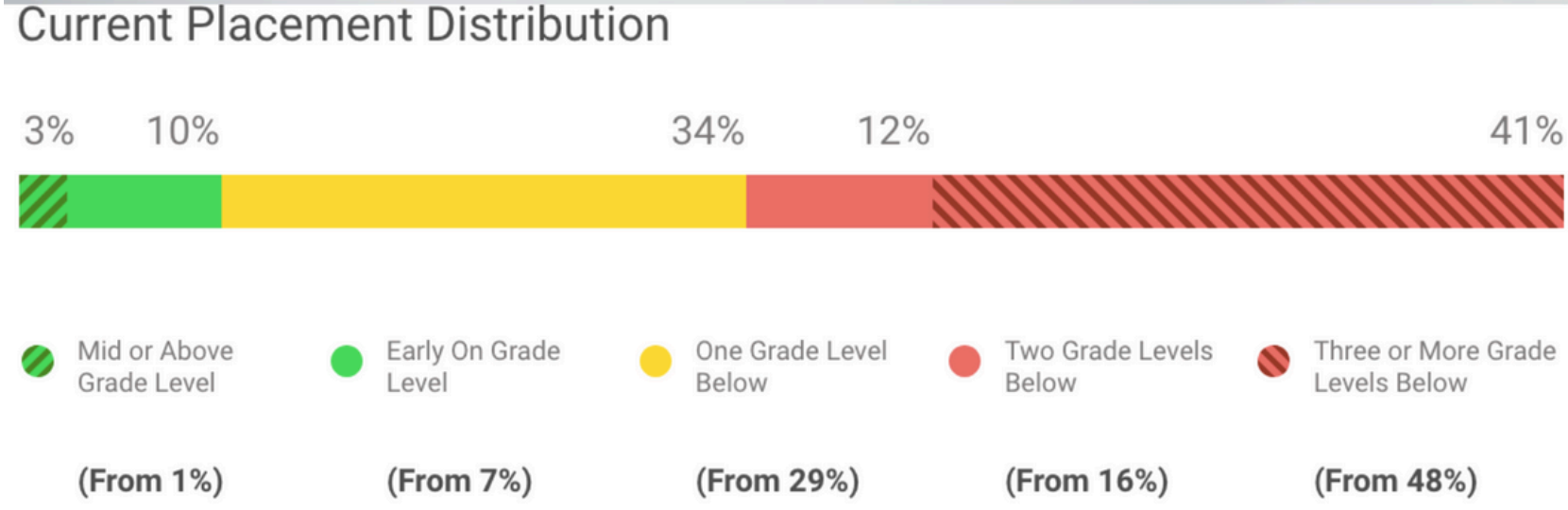
INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA



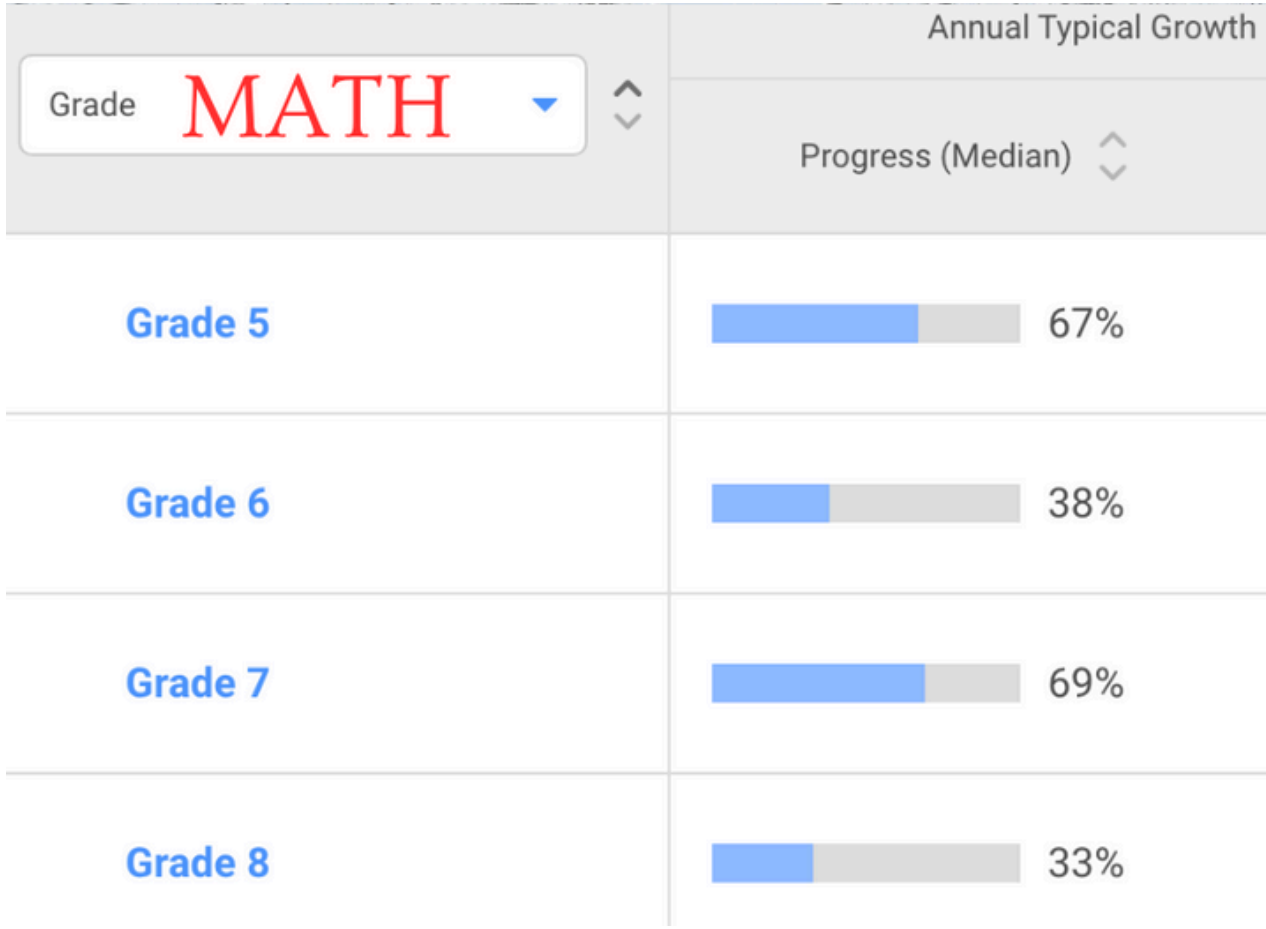
51%



INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA



INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA

Grade READING	Annual Typical Growth Progress (Median)
Grade 5	69%
Grade 6	64%
Grade 7	142%
Grade 8	83%

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA

- 60% of students meet typical growth by end of year

Grade MATH

Grade	Annual Typical Growth: Progress (Median)	% Met
Grade 5	67%	33%
Grade 6	38%	23%
Grade 7	69%	41%
Grade 8	33%	34%

Grade READING

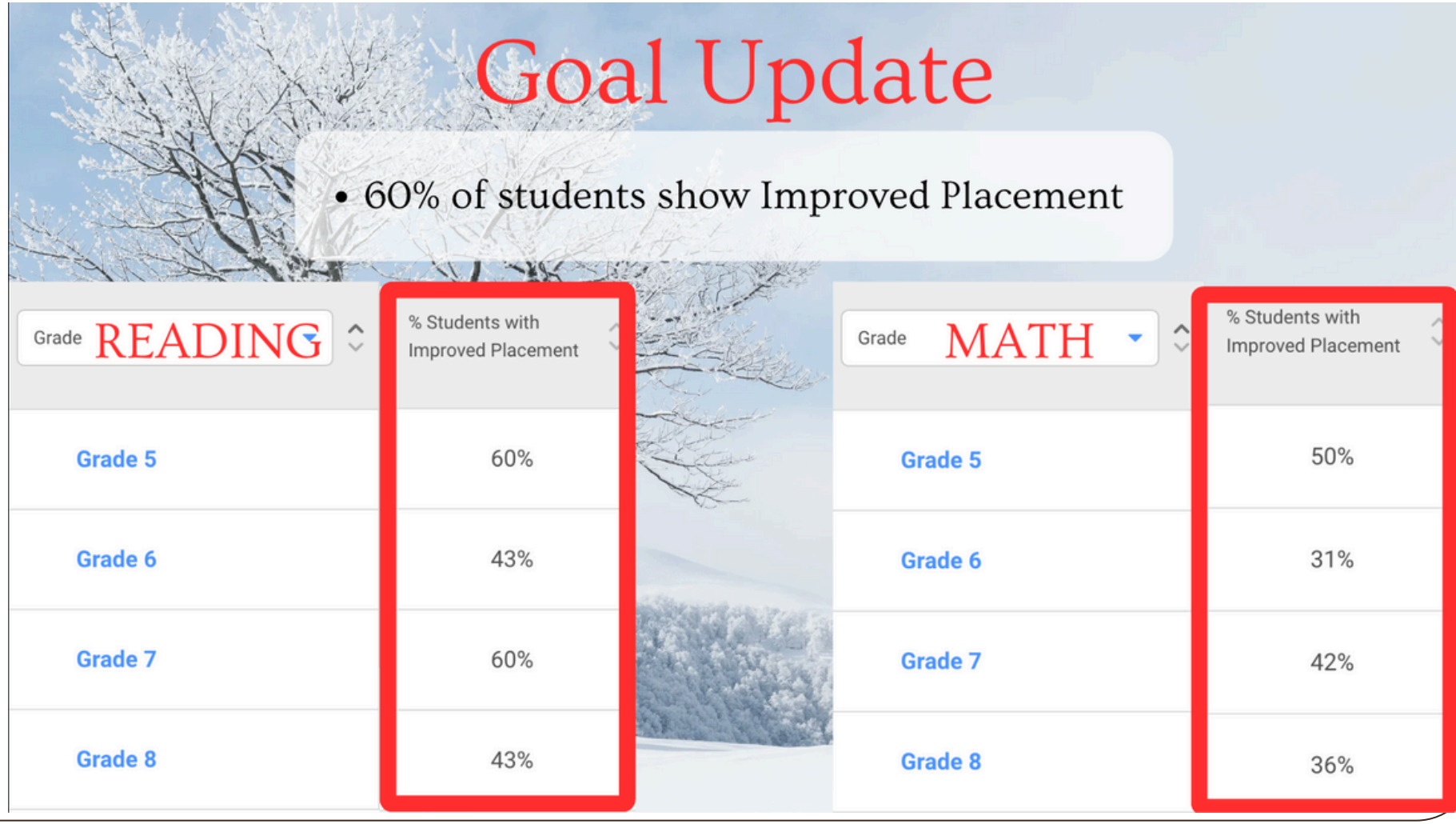
Grade	Annual Typical Growth: Progress (Median)	% Met
Grade 5	69%	40%
Grade 6	64%	44%
Grade 7	142%	61%
Grade 8	83%	48%

Goal Update

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA



Grade READING	% Students with Improved Placement
Grade 5	60%
Grade 6	43%
Grade 7	60%
Grade 8	43%

Grade MATH	% Students with Improved Placement
Grade 5	50%
Grade 6	31%
Grade 7	42%
Grade 8	36%

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA– Reading, English Learners

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	65%	33%	28%	0%	50%	6/6
	Yes - English Learner	53%	0%	23%	0%	0%	2/2
	No - English Learner	92%	50%	40%	0%	75%	4/4
Grade 6	Overall	68%	46%	27%	23%	47%	113/116
	Yes - English Learner	61%	40%	23%	30%	47%	30/30
	No - English Learner	74%	48%	31%	20%	47%	83/84
	Not Reported	–	–	–	–	–	0/2

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA– Reading, English Learners

Grade	All	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Students Assessed/Total
Grade 7	Overall	159%	62%	54%	23%	62%	111/115
	Yes - English Learner	129%	63%	44%	16%	53%	19/20
	No - English Learner	165%	62%	56%	25%	64%	92/93
	Not Reported	–	–	–	–	–	0/2
Grade 8	Overall	83%	47%	24%	18%	42%	107/112
	Yes - English Learner	139%	64%	50%	18%	55%	11/13
	No - English Learner	56%	45%	19%	18%	41%	96/98
	Not Reported	–	–	–	–	–	0/1

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA– Math, English Learners

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	67%	33%	35%	0%	50%	6/6
	Yes - English Learner	75%	50%	37%	0%	50%	2/2
	No - English Learner	67%	25%	35%	0%	50%	4/4
Grade 6	Overall	40%	23%	19%	5%	31%	113/116
	Yes - English Learner	64%	10%	29%	0%	23%	30/30
	No - English Learner	36%	28%	17%	7%	34%	83/84
	Not Reported	–	–	–	–	–	0/2

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA– Math, English Learners

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	77%	43%	30%	8%	44%	111/115
	Yes - English Learner	138%	58%	55%	21%	63%	19/20
	No - English Learner	66%	40%	30%	5%	40%	92/93
	Not Reported	–	–	–	–	–	0/2
Grade 8	Overall	38%	34%	15%	12%	37%	108/112
	Yes - English Learner	0%	18%	0%	9%	36%	11/13
	No - English Learner	42%	36%	16%	12%	37%	97/98
	Not Reported	–	–	–	–	–	0/1

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA– Reading, SPED

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	65%	33%	28%	0%	50%	6/6
	Yes - Special Education	69%	0%	30%	0%	100%	1/1
	Not Reported	60%	40%	26%	0%	40%	5/5
Grade 6	Overall	68%	46%	27%	23%	47%	113/116
	Yes - Special Education	0%	19%	0%	11%	22%	27/27
	Not Reported	135%	55%	53%	27%	55%	86/89
Grade 7	Overall	159%	62%	54%	23%	62%	111/115
	Yes - Special Education	118%	57%	40%	13%	53%	30/31
	Not Reported	171%	64%	58%	27%	65%	81/84
Grade 8	Overall	83%	47%	24%	18%	42%	107/112
	Yes - Special Education	0%	35%	0%	17%	39%	23/24
	Not Reported	95%	50%	29%	18%	43%	84/88

INSTRUCTION UPDATE

Goal 1: Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.

IREADY DATA– Math, SPED

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	67%	33%	35%	0%	50%	6/6
	Yes - Special Education	95%	0%	46%	0%	0%	1/1
	Not Reported	39%	40%	24%	0%	60%	5/5
Grade 6	Overall	40%	23%	19%	5%	31%	113/116
	Yes - Special Education	27%	26%	11%	7%	30%	27/27
	Not Reported	43%	22%	20%	5%	31%	86/89
Grade 7	Overall	77%	43%	30%	8%	44%	111/115
	Yes - Special Education	81%	43%	32%	3%	53%	30/31
	Not Reported	77%	43%	30%	10%	41%	81/84
Grade 8	Overall	38%	34%	15%	12%	37%	108/112
	Yes - Special Education	25%	30%	10%	13%	39%	23/24
	Not Reported	56%	35%	23%	12%	36%	85/88

INSTRUCTION UPDATE

Goal 2: Provide teachers with consistent and effective coaching and professional development through collaboration with other departments.

Goal 2 Successes

- **17 Full Observations Complete**
- **90 Support Meetings Conducted**
- **47 Quick Feedback Forms Completed**
- **9 Action Steps Compelted**
- **163 Touchpoints in Total!**

INSTRUCTION UPDATE

Second Semester Updates

☑ **Plan is progressing as intended, so no changes or updates are needed. We will continue to work with our teachers to address academic needs and instructional plans as needed.**

CULTURE AND CLIMATE UPDATE

GOALS FOR 25-26

Goal 1:
Increase implementation fidelity of PBIS Tier 1 (including schoolwide expectations, routines, acknowledgements, and an in-class continuum of consequences) by 20% each quarter across all settings, as measured by PBIS observation tools

Goal 2:
Achieve a minimum score of 3 on the CASEL SEL Walkthrough Tool. Based on the results, an action plan will be developed, implemented, and reviewed quarterly with a targeted focus on strengthening adult SEL practices and promoting social-emotional learning for students

Goal 3:
By the end of the year, 100% of staff in the classroom will work in collaboration to implement behavior policies and classroom management procedures, using consistent in-class interventions and documenting them in the designated system, resulting in a 20% increase in classroom-managed behaviors and a corresponding decrease in office referrals compared to the 24-25 school year

RESULTS SO FAR

- 42% of teachers review expectations
- 85% of students follow routines
- 100% of redirection observed have been respectful
- Verbal praise observed in 71% of classrooms

Planning for next year after observations.

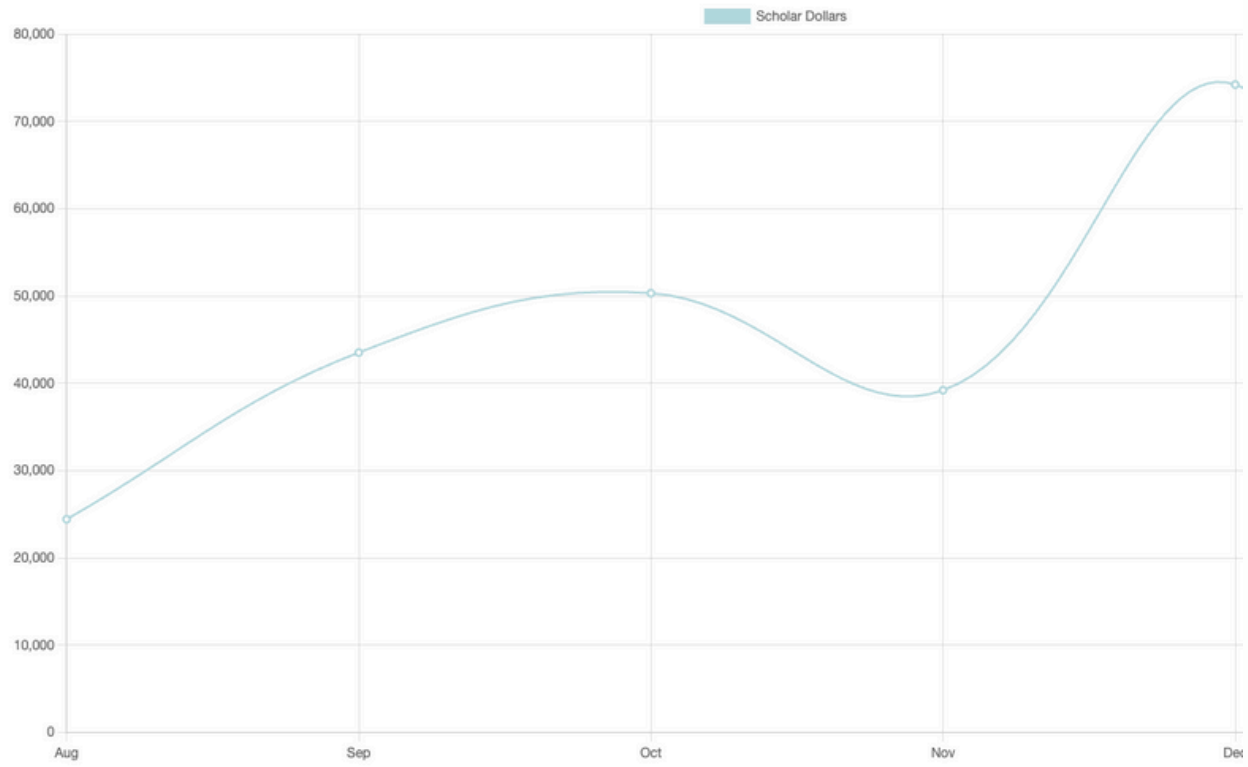
51% decrease in ODRs so far this year. Overall ODRs dropped from 639 in the fall of 2024 to 310 in the fall of 2025!

NEXT STEPS

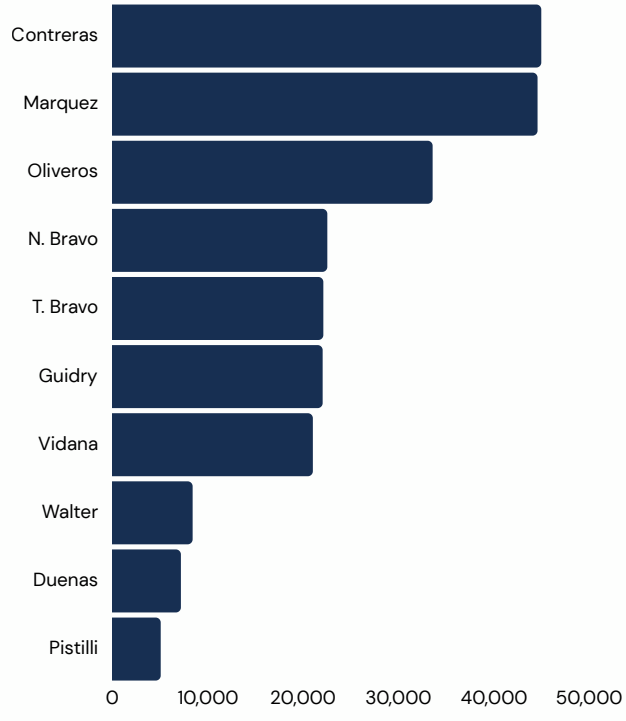
- Continue TFI walkthroughs to collect more data; reteach and train on core features.
- Schedule dates for action steps for Goal 2
- Add documentation training to the PD calendar and discuss opportunities for staff and students to receive additional celebration and recognition.

CULTURE AND CLIMATE UPDATE

Scholar Dollars by Month



LEADER BOARD



Scholar Dollars by Month

Grade	Aug	Sep	Oct	Nov	Dec	Jan	Total
Grade Total	24427	43521	50321	39205	74208	16411	248093

SCC UPDATE

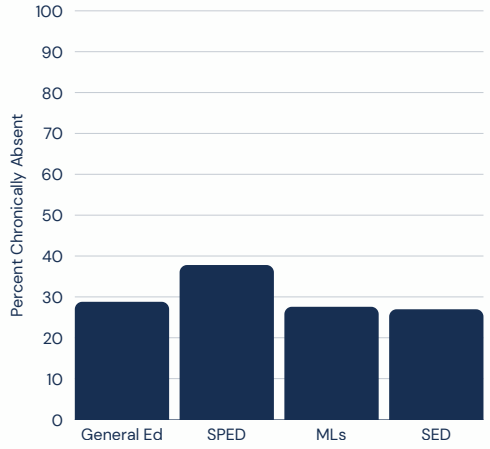
Second Semester Updates

- ☑ **Goal 1 will stay the same (20% improvemeent in PBIS Tier 1 strategy implementation per quarter)**
- ☑ **Goal 2 will be revised slightly: instead of working to implement the CASEL SEL framework this year, we will collect data and work on our plan for implementation for next year.**
- ☑ **Goal 3 will be largely the same, but we will not be tracking a specific 20% increase in classroom-managed behaviors (no data available to monitor progress)**

ATTENDANCE (OPERATIONS)

Attendance has been an area of challenge for us since the pandemic. Historically, we have had very high attendance rates at BCCS and our goal is to get back to pre-pandemic rates. We are shooting for 20% or fewer students being chronically absent and an overall attendance rate of 95%.

Chronic Absenteeism by Student Group



ATTENDANCE

School-Wide



92.92% Attendance Rate

5th Grade



91.87% Attendance Rate

6th Grade



94.10% Attendance Rate

7th Grade



91.71% Attendance Rate

8th Grade



93.03% Attendance Rate

CHRONICALLY ABSENT



28% of our students are chronically absent from school, meaning at this point in the year, they have missed about 9 or more days of school.

9

Students should miss less than 9 days in a school year. This ensures they stay on track with their peers and that they are not marked as chronically absent.

ATTENDANCE (OPERATIONS)

KEY ACTION STEPS ALREADY TAKEN AND NEXT STEPS TO MEET GOALS

Tier 1

- Certificates and recognition for perfect attendance and great attendance
- Month-long attendance competition for the month of November.

Tier 2

- Communication with families
- Support meetings to discuss options and interventions for both students and their families.
- Attendance recovery is offered Tuesdays and Thursdays after school
- Formal letters have been sent out to all families of students who are chronically absent.

Tier 3

- Invitation to attendance recovery classes
- Set goals and 6 week intervention plans with students and families.

OPS UPDATE

Second Semester Updates

- [x] **Tier 1 - Work with Attendance Committee and Parents to promote upcoming Attendance competition**
  Develop a grade level incentive for on-target attendance as an advisory
- [x] **Tier 2 - Work with Attendance Committee and grade level teams to identify students who will benefit from attendance improvement incentive**
  - **Partner with community schools to leverage increased parent engagement activities to increase points of contact with families.**

OPS UPDATE

Second Semester Updates

- ☑ **Tier 3 - Work with Attendance Committee and grade level teams to develop an attendance success plan for students closest to Tier II**
- ☑ **Updated Goal 1: Reduce chronic absenteeism; 24% or less students will be chronically absent**

Updated Goal 2: Increase school-wide attendance to 93%

COMMUNITY SCHOOLS UPDATE

CULTURE BUILDING

This year, we have had some pretty amazing lunchtime activites, all of which have been well-attended by our students!



CURRENTLY FOCUSED ON

Outreach to increase tutoring counts. While all attendance is a bit low, morning attendance is struggling the most. Our CS team is reaching out to targeted students, all of whom scored a 2 on their 2025 CAASPP.

ACADEMICS AND ELOP

This year, we selected 3 different tutoring or academic support times to meet three different needs.

Catch-Up Club: This time is designed to help students improve in their iReady path way completion. Support is provided by BCCS tutors after school

Tutoring, before and after school: Credentialed teachers are supporting students to work through CAASPP practice questions.

Attendance Recovery: the goal is two-fold; first we want to provide academic make-up time for students who miss instructional minutes during the day. Second, they have the opportunity to recover missed days for ADA

10-15 students daily

SPORTS

Fall sports were a great success, and we are excited about spring sports. We have a boys and girls basetball team, and we are already preparing for soccer.





BERT CORONA CHARTER SCHOOL

Board Report
Dr. Kevin Myers, Executive Administrator
February 2, 2026

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

We finished our iReady assessment in December. Overall data and subgroup data can be found in the board report attachment, “25-26 Strategic Plan Stakeholder Report (December/January).” Some highlights are below:

- 7 students already reclassified this year!
- 104% reading typical growth (exceeded end of year goals)
- 51% on track for 100% by the end of the year. Specific goals and actions have been set with all teachers.
- 7th grade already hit 142% typical growth in reading

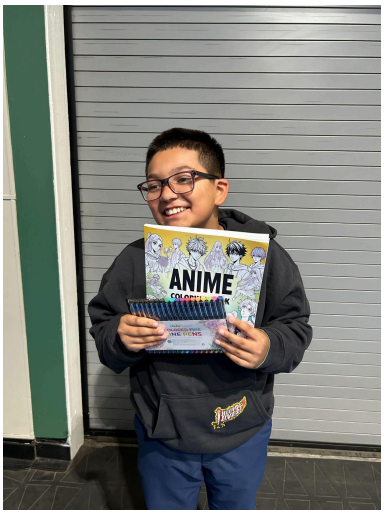
In addition to the iReady data, the report also provides data on observations and meetings for teacher support this year.

BERT CORONA CHARTER SCHOOL

Culture & Climate

Data and updates for culture and climate are also provided in the stakeholder report, but here are some highlights and photos

- The biggest celebration for our SCC team is the huge decrease in ODRs. For the fall semester, we had a 51% *decrease* in ODRs when comparing 24-25 and 25-26 fall data.
- So far this school year, our staff has awarded 248,093 scholar dollars! We are reducing undesired behaviors and recognizing significantly more scholars for their amazing work and behavior at our school.

7th Grade Getty Field Trip		
		
Fall Semester Auction		
		

BERT CORONA CHARTER SCHOOL









BERT CORONA CHARTER SCHOOL

Turkey Bowl 2025











BERT CORONA CHARTER SCHOOL

Christmas Around the World



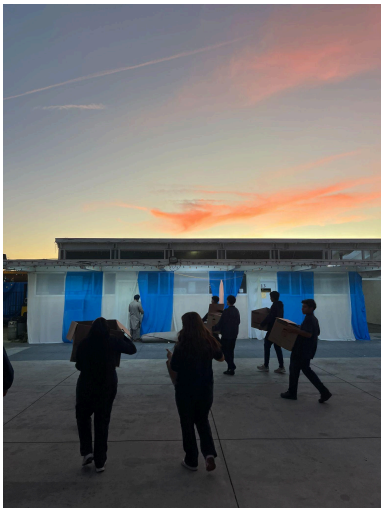




Food Drive







DNA Extraction Lab (Strawberries)

BERT CORONA CHARTER SCHOOL







Staff Superlatives (Fun End-of-Semester Celebration)







BERT CORONA CHARTER SCHOOL



















BERT CORONA CHARTER SCHOOL

Community Schools

- See Strategic Plan Stakeholder Report for updates

Operations

- See Strategic Plan Stakeholder Report for updates

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:	25-26 MORCS EA BoD Report February 2, 2026.pdf

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

YPICS Board Report
Freddy Zepeda, Executive Administrator
February 2, 2026

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.

This board report provides an update on key schoolwide focus areas, including Academics, Culture and Climate, Operations, and Student Engagement. The information reflects progress, celebrations, and areas of continued growth as Monseñor Oscar Romero Charter School works toward its academic, attendance, and school culture goals for the 2024–2025 school year.

The following sections outline current academic performance data, including Winter i-Ready diagnostic results, as well as ongoing efforts to close learning gaps and support student growth. The report also includes updates on school culture and climate initiatives, such as Pawsitive Puma Recognitions, attendance celebrations, and staff acknowledgments. In addition, operational updates and extracurricular programming—including athletics—are shared to provide a holistic view of the student experience at MORCS.

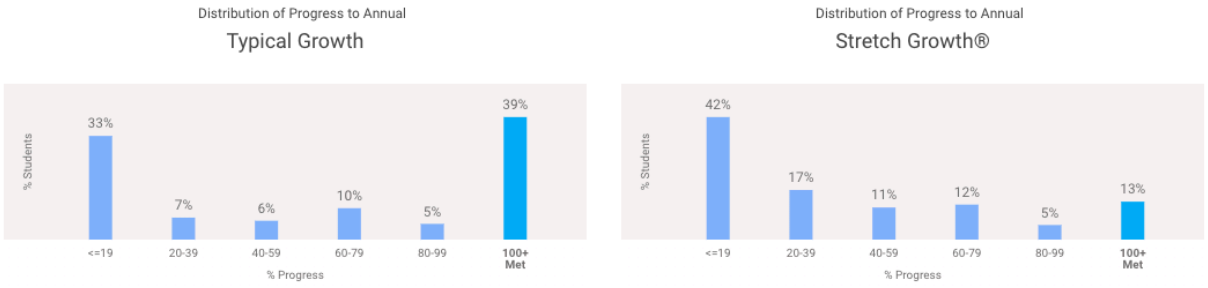
As we move into the second half of the school year, the school remains focused on continuous improvement, data-informed instruction, and fostering a positive, inclusive learning environment. These updates reflect both areas of progress and opportunities for growth as we work collaboratively with staff, students, families, and the Board to advance our mission and support the success of all learners.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

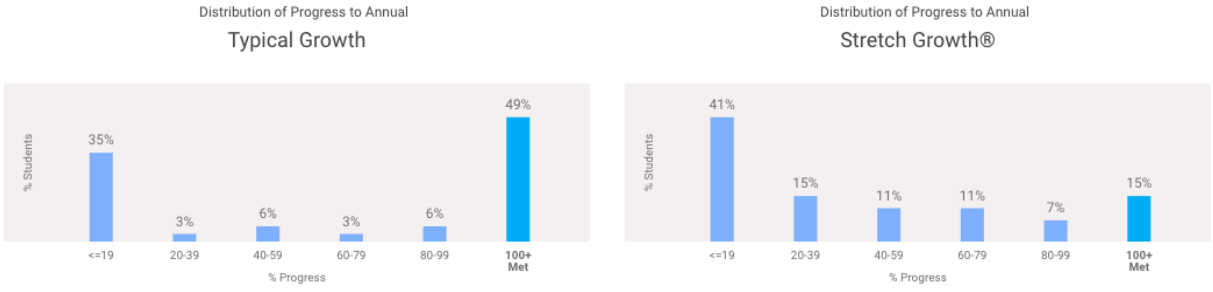
Instruction

Our Winter i-Ready diagnostic data has been completed and provides an important snapshot of student progress midway through the school year. At this point, 49% of students have met their typical growth goal in Reading, while 39% have met their typical growth goal in Math. In addition, 15% of students have already reached their stretch growth goal in Reading, and 13% have reached their stretch growth goal in Math. While these results highlight areas where continued support is needed, they also reflect promising progress as students and staff work toward year-long growth targets. As a school community, we remain deeply committed to providing high-quality, targeted learning opportunities that help students close learning gaps and build academic confidence. Instructional teams continue to analyze data, adjust instruction, and implement interventions as needed. Overall, the trajectory is encouraging as we work toward our schoolwide goal of having more than 50% of students meet their typical growth goals in both Reading and Math by the end of the school year.

<u>Math Typical and Stretch Goal Progress</u>



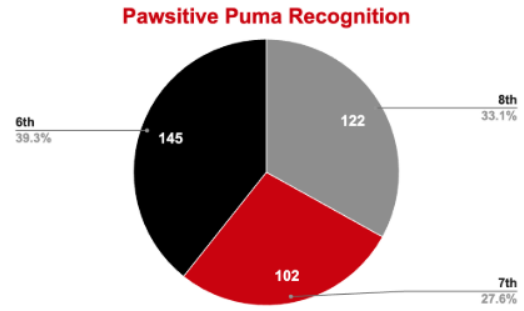
<u>Reading Typical and Stretch Goal Progress</u>



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Culture & Climate

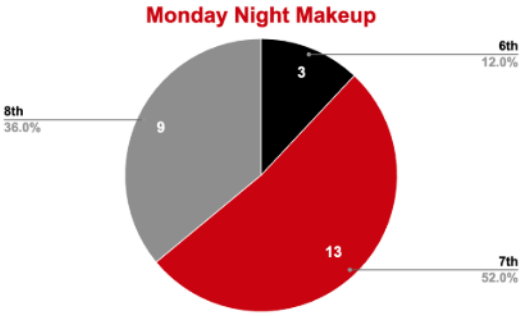
All grade levels have continued to actively engage in our Pawsitive Puma Recognition (PPR) efforts, reinforcing a school culture that celebrates positive behavior, effort, and character. To date, 6th grade has submitted a total of 145 PPRs, 7th grade has submitted 102 PPRs, and 8th grade has submitted 122 PPRs. These recognitions reflect consistent staff commitment to acknowledging students who demonstrate our school values throughout the day. At the start of Semester 2, the School Culture and Climate department also took time to recognize staff members who have submitted the highest number of PPRs. These staff members were celebrated with small tokens of appreciation, including gift cards, planners, and certificates, as a way to honor their dedication to fostering a positive and supportive school environment. These efforts continue to strengthen relationships, promote positive behaviors, and reinforce a sense of belonging across campus.

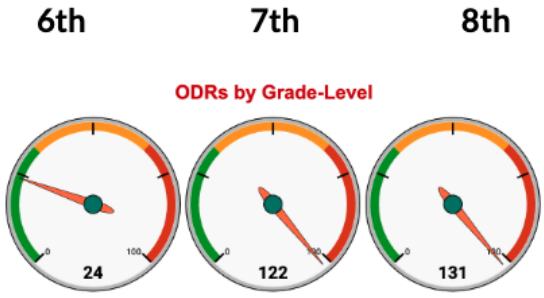


Total number of PPR: 369

Total number of ODR: 277

Total number of MNM: 25





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Operations

Perfect Attendance award recognitions took place at the end of Semester 1 as part of our ongoing efforts to promote and celebrate strong attendance habits. Students who achieved perfect attendance were recognized with a certificate acknowledging their accomplishment and were treated to an ice cream bar as a celebratory incentive. Currently, the school's average daily attendance rate stands at 92%, with a schoolwide goal of reaching 95%. While there is still work to be done, the Operations team remains proactive in supporting attendance improvement. The team continues to meet regularly with families to discuss the importance of consistent attendance and implements attendance improvement plans as needed to address barriers. These ongoing conversations and supports are essential as we work to improve overall attendance and ensure students are present and engaged in learning each day.



Average daily attendance rate

The average percentage of students present out of the total number of enrolled students YTD.

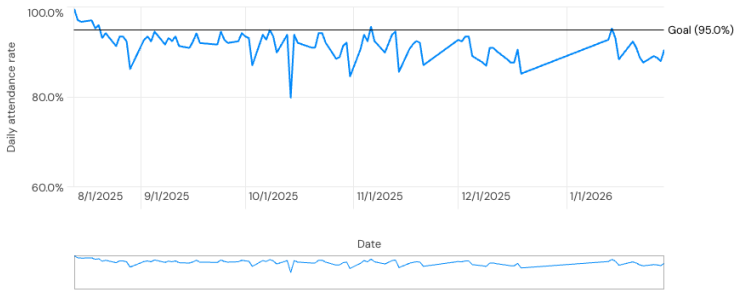
92%

SCHOOL GOAL IS 95%

Daily attendance rate

View full multi-year report

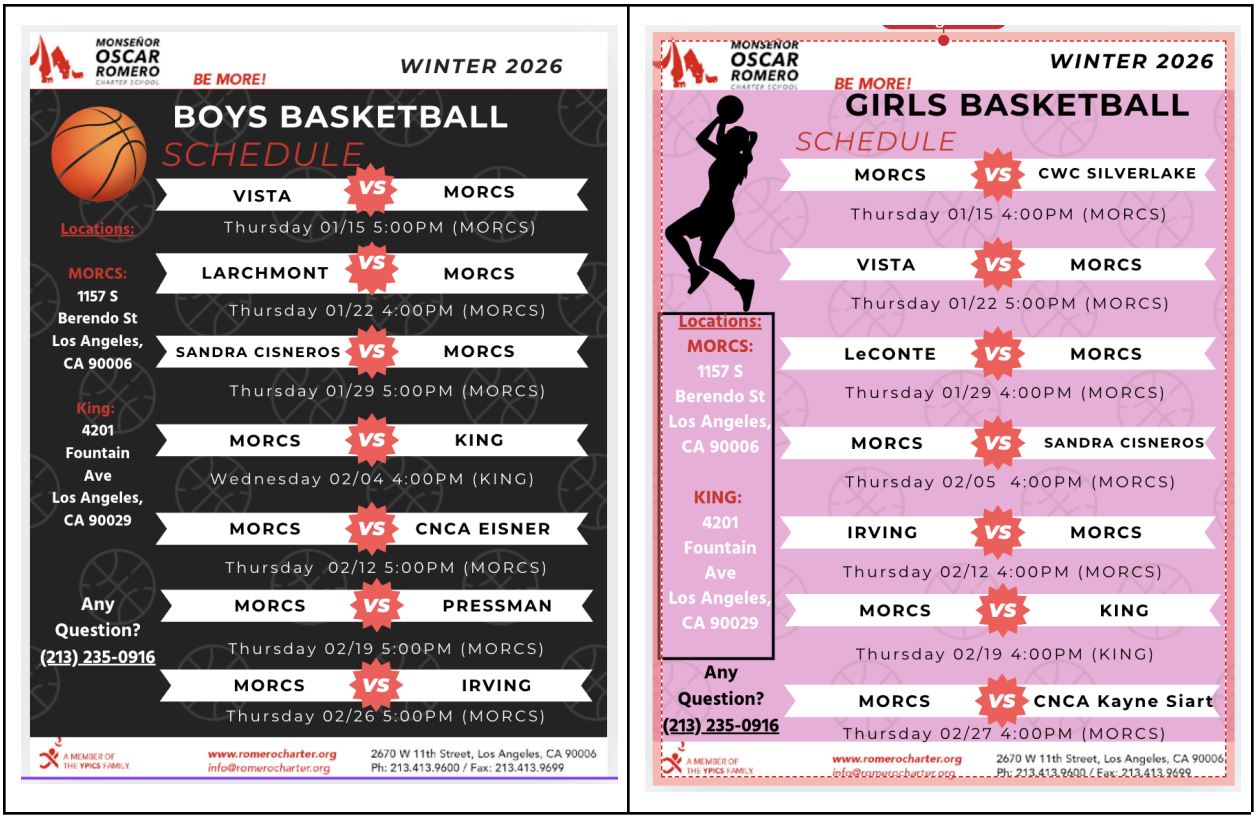
See how daily attendance rates have changed over time to guide support and track impact. To explore specific timeframes or demographics, view the full report.



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Other Events

MORCS Athletics is in full swing as we begin Semester 2, providing students with opportunities to build teamwork, school pride, and physical wellness. This semester, we are kicking off with Boys and Girls basketball, and participation and excitement have been strong. Games are being held at the MORCS/Berendo Gym every Thursday from 4:00 p.m. to 6:00 p.m., offering families and community members an opportunity to come together and support our student-athletes. Athletics continues to play an important role in fostering student engagement, strengthening school culture, and building connections beyond the classroom.



Coversheet

Bert Corona Charter High School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	E. Bert Corona Charter High School Executive Administrator's Report
Purpose:	FYI
Submitted by:	
Related Material:	EA Board Report BCCHS 2_2_26.docx (1).pdf

BERTCORONA CHARTER HIGH SCHOOL

Board Report

Max Garcia, Executive Administrator

February 2, 2026

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 embody the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

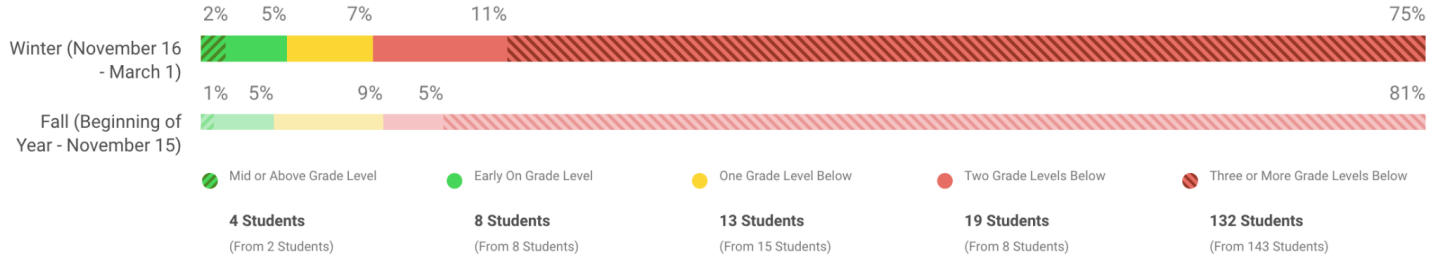
Academics

iReady 2nd Assessment

Students completed their second i-Ready reading and math assessments on December 2–3, 2025. The purpose was to measure midyear progress, identify growth since the first diagnostic, and adjust instruction in reading and math.

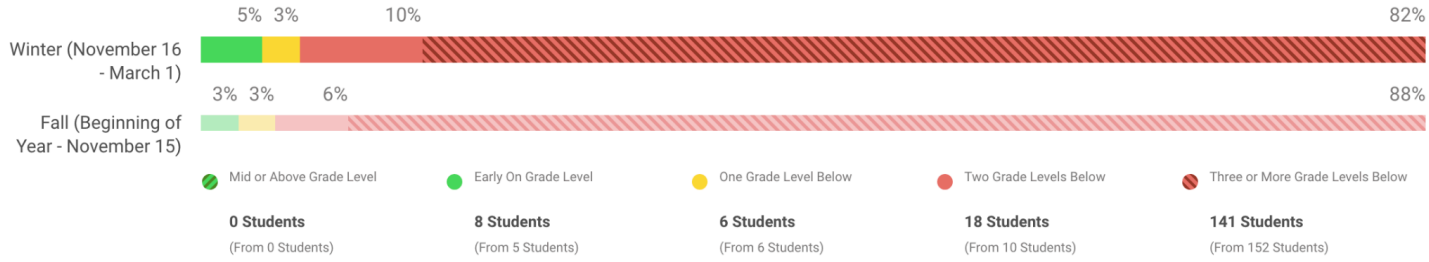
i-Ready Reading: Fall to Winter Progress

- Overall Growth: Students performing at or above grade level increased from 6% to 7%.
- Grade-Level Success: Grade 10 saw significant progress, reducing the percentage of students three or more grade levels behind from 75% to 61%.
- Opportunity: 8% of students are currently one grade level below proficiency; targeted support focuses on helping this group achieve grade-level mastery.



i-Ready Math: Fall to Winter Progress

- Overall Growth: Proficiency rose from 3% to 5%, with 12 fewer students in the lowest performing tier (Three or More Grade Levels Below).
- Grade-Level Success: Grades 9 and 10 reached 7% and 9% proficiency, respectively. Grade 11 showed strong movement into the "One Grade Level Below" category.
- Opportunity: 3% of students are within one grade level of proficiency. Intensified support in algebra and number operations aims to bridge this final gap by the end of the year.



BERTCORONA CHARTER HIGH SCHOOL

WASC Walk Through

Pre-WASC Visit Summary: Meeting with Lee Fleming, Head of School, Samueli Academy (serving as WASC Chair for April visit). On January 22, 2026, Ms. Fleming visited our campus for the pre-WASC meeting in preparation for the upcoming April accreditation visit. The discussion focused on readiness, stakeholder participation, and key focus areas for presentation. Ms. Fleming noted that, given the size of the school, the April visit will likely be two days instead of the originally planned three, which should provide adequate time for the review team to complete all required components. Key Discussion Points and Next Steps: Leadership Panel: Identify approximately four student leaders to participate. Students should be prepared to speak about their experiences through the lens of CRACLL (College Ready, Active Citizen, and Lifelong-Learner). Student Athletes: Select approximately four student-athletes who can share their involvement and growth related to CRACLL. Teachers: Four teachers will participate in the WASC meeting discussions, representing different subject areas, grade levels, and tenure levels. Parents: Invite approximately 6 parents to participate, ideally those with current students and graduates now in college. Their reflections should highlight experiences and the school's impact. Leadership and Support Team: Ensure the inclusion of the COO, Ruben Dueñas, and the Executive Director, Yvette King-Berg, in discussions focused on learning and support systems from the Learning and Support Center (LSC) staff. Afterschool Debrief (Whole School): Plan a debrief session following the visit involving broader staff participation. Logistics: Coordinate all visit details, including scheduling, room assignments, and materials. Overall, the meeting confirmed that preparation is on track, the timeline for the two-day visit is appropriate, and engagement will be central to the school’s comprehensive WASC presentation in April.

UC Doorways Math Course Descriptions Update

Descriptions have been edited to ensure alignment with the Big Ideas and the Math 2025 Framework. The Standards for Mathematical Practice (MP.1–MP.8) needed to be augmented in the description. Specific areas included: Modeling and Data, Equity and Multilingual Learner Supports, and Program Organization and Assessment. When the descriptions are complete, they will be submitted to the UC Doorway portal.

College & Career

Financial Aid 1:1 Appointments

Financial aid appointment participation has declined this year as many families in our community are feeling heightened fear and uncertainty related to the current political climate and increased ICE enforcement. This climate, combined with additional barriers such as limited transportation and scheduling conflicts, has reduced engagement with on-campus financial aid support. BCCHS will continue to reach out to students and families and explore alternative methods and strategies, including Google Meets and other virtual options, to help ensure that all seniors can complete their financial aid process as the deadline approaches.

Graduation Checks for % ‘26

Our counseling team is currently conducting comprehensive graduation checks for all seniors in the Class of 2026. During these checks, we review each student’s transcript to confirm they have met, or are on track to meet, all graduation requirements, including total credits, required core courses, and any additional school-specific expectations. Students who are missing credits or requirements are being notified and supported

through schedule adjustments, targeted interventions, and access to Edgenuity, our online credit recovery program, to help ensure they can complete what is needed on time to participate in the graduation ceremony.

School Culture and Climate

In January, 25 incident reports were submitted. The Culture and Climate Team has collaborated closely with staff to implement appropriate interventions and to ensure that strategies used to support students are thoroughly documented. Emphasis has been placed on consistency, accountability, and proactive intervention to address student needs and reduce repeat incidents.

Athletics

BCCHS was selected to receive an equipment grant from Pitch In for baseball and softball in support of its athletic programs. The baseball program received a $2,127 equipment grant, and the softball program received a $3,100 equipment grant. These grants will directly support student-athletes by improving access to necessary equipment and enhancing the long-term sustainability of the programs.

Operations

Williams Visit

On January 22, 2026, LAUSD conducted the BCCHS Williams site visit, confirming compliance with requirements for instructional materials, safe facilities, and teacher assignments. Facilities Inspection: Inspectors assessed whether the campus was clean, safe, and functional. Findings noted minor repairs, including plaster restoration in Room 37A and ceiling tile replacement due to water damage from recent rain. Instructional Materials Review: The review team verified that all students had access to required, standards-aligned textbooks for core subjects—mathematics, science, history/social science, and English language arts. BCCHS received an overall score of 97.2%, indicating high compliance with Williams standards.

Community Schools

Board Member Kelly Gonez

Board Member Kelly Gonez visited Bert Corona Charter High School to learn more about our school's partnership with the UCLA Mathematics Project and its impact on teaching and learning. During her visit, she toured the Teacher Learning Lab and met with members of the UCLA math team, Mr. Nghato, Mr. Campos, and our RSP teachers, Mr. Matias and Ms. Perez, to observe how collaborative planning and professional learning are strengthening math instruction. In addition, she met with student leaders, Executive Director Yvette King-Berg, Chief Operating Officer Ruben Dueñas, and Executive Administrator Max Garcia to hear about the broader vision for continuous improvement at BCCHS. Ms. Gonez expressed a strong impression of the depth of the partnership with UCLA and of how math instruction is evolving to better engage students and support their academic success.

Coversheet

YPICS Chief Operations Officer's Report

Section:	III. Items Scheduled for Information
Item:	F. YPICS Chief Operations Officer's Report
Purpose:	FYI
Submitted by:	
Related Material:	COO Report 2-2-26.pdf

Chief Operations Officer Report
February 2, 2026

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.

Operations

Enrollment

All three school sites are currently under enrolled based on the 25-26 budget enrollment goals/minimums. Bert Corona enrolled 3 additional students. MORCS lost 1 student. BCCHS had no change.

Grade Level	BC	OR	HS
5	6		
6	116	71	
7	115	111	
8	112	94	
9			44
10			56
11			44
12			50
Total	**349**	**276**	**194**
Enroll Goal	**358**	**306**	**237**
(+/-)	**-9**	**-30**	**-43**

YPICS Volunteer Policy

YPICS staff developed the YPICS Volunteer Policy for review and approval from the Board at this meeting. Currently, each school has one new community member/parent who wants to volunteer at the school.

Community Schools

Children and Youth Behavioral Health Initiative (CYBHI)

YPICS is utilizing a $300,000 state grant to plan the implementation of CYBHI. Use of funds can be changed quarterly based on the needs of the organizational planning. As we continue to understand and build our program implementation model, staff will adjust the budget. The chart below outlines how the budget has been allocated and changed over time based on needs.

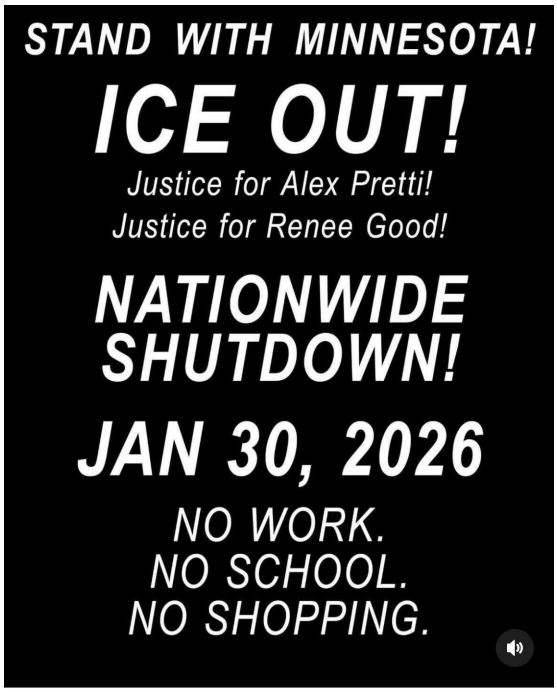
Description of Activities	January 30, 2026	June 30, 2025
Medi-Cal Enrollment	$0	$90,000
Service Delivery Infrastructure & Capacity Building	$205,000	$170,000
Data Collection and Documentation	$5,000	$10,000
Billing infrastructure	$55,000	$0
Collective Impact Budget (10%)	$5,000	$0
Administrative Costs (10%)	$30,000	$30,000
Other Costs (10%)	$0	$0
Budget	**$300,000**	**$300,000**

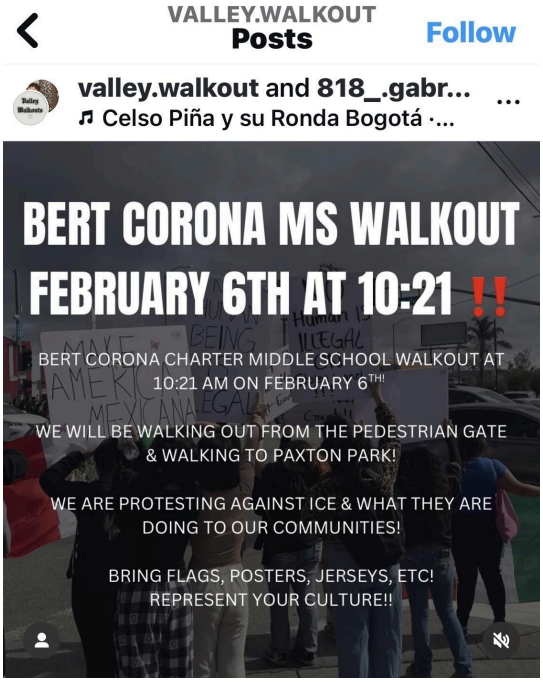
Community Actions

Staff is preparing for two different community actions that will impact our schools. Each of the community actions are in response to federal immigration enforcement actions.

- January 30th Nationwide Shutdown
    - All three school will be impacted
    - MORCS may have a student walkout on this day as well
- February 6 Student Walkout
    - This is a San Fernando Valley wide action
    - BCCS and BCCHS are expecting students to participate.

Staff has utilized the YPICS Walkout Protocol and is prepared for each of these actions. We are more concerned this year for the safety of our students because the immigration enforcement actions have increased nationally and continue to the communities YPICS serves. Copies of the community action publicity have been provided below.





Coversheet

YPICS Executive Director Report

Section:	III. Items Scheduled for Information
Item:	G. YPICS Executive Director Report
Purpose:	FYI
Submitted by:	
Related Material:	Executive_Director_Report_February_2026_.pdf

EXECUTIVE DIRECTOR'S REPORT

February 02, 2026

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

Initial Impressions from Governor Newsom's '26-'27 State Budget Proposal

Excerpts From School Services of California
Posted January 9, 2026

Economic Outlook

During the press conference, Director Stephenshaw noted the Governor's $348.9 billion proposal and state revenues exceeding 2025 State Budget Act projections by $42.3 billion. The budget includes a "modest shortfall" of $2.9 billion, which is addressed by suspending a true-up deposit into the Budget Stabilization Account in 2025-26. Director Stephenshaw noted that the Budget proposal is largely a "workload budget," and does not include significant new adjustments at this time with the intent to monitor spending and revenues over the next several months in preparation of the May Revision.

The Governor's Budget proposal includes a total of $23 billion in reserves, including the Rainy Day Fund at $14.4 billion and the Special Fund for Economic Uncertainties at $4.5 billion.

LCFF

The Governor's Budget includes an estimated and fully funded cost-of-living adjustment (COLA) of 2.41% for the Local Control Funding Formula (LCFF). When combined with population growth adjustments, this will result in an increase of roughly $2 billion. The Budget also includes an ongoing increase of $30.7 million to provide a 20% increase in LCFF funding for necessary small schools.

Grade Span	2025-26 Base Grant per ADA	2.41% COLA	2026-27 Base Grant per ADA
TK-3	$10,256	$247	$10,503
4-6	$10,411	$251	$10,662

7-8	$10,719	$258	$10,977
9-12	$12,423	$299	$12,722

Categorical Program Funding

ELO-P

The Governor's Budget proposes an ongoing increase of $62.4 million to the Expanded Learning Opportunities Program (ELO-P) to provide a guaranteed $1,800 per pupil for Tier 2 local educational agencies (LEAs), stabilizing the existing variable Tier 2 rate. (No changes are proposed for which LEAs qualify for Tier 1 or Tier 2 nor are there changes proposed to the Tier 1 rate.) With this increase, total ongoing program funding is $4.7 billion.

Special Education

Recognizing the increase in prevalence of identified students with disabilities, the Budget proposes an increase of $509 million ongoing to increase special education base rates. This additional funding will allow for "full equalization" of special education rates across the state.

California Community Schools Partnership Program

The Budget proposes $1 billion ongoing to expand the community school model to more school sites that have large concentrations of students from low-income families, English learners, and youth in foster care. This new funding would provide ongoing resources for these grantees and expand access to the model to thousands of additional high-need schools.

COLA for Ongoing Categorial Programs

The Governor's Budget proposes to spend $228.2 million ongoing to reflect a 2.41% COLA for the LCFF Equity Multiplier, Special Education, Child Nutrition, State Preschool, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.

One-Time Funds

Student Support and Professional Development Discretionary Block Grant

The Governor proposes an additional $2.8 billion one-time Proposition 98 Student Support and Professional Development Discretionary Block Grant. These funds may be used to "manage attendance and enrollment declining, including those caused by federal government immigration actions, and address rising costs."

Learning Recovery Emergency Block Grant

The Governor proposes an additional $757.3 million one-time to support the Learning Recovery Emergency Block Grant to continue local learning recovery initiatives through 2027-28. This investment is expected to be the final payment to this program, which has received multiyear investments totaling $7.2 billion in past budgets to support schools in learning recovery efforts related to the COVID-19 pandemic.

Various One-Time Investments
Kitchen Infrastructure and Training—$100 million one-time for specialized kitchen equipment, infrastructure, and training to support schools in providing more freshly prepared meals made with locally grown ingredients

Reading Difficulties Risk Screening—$40 million one-time to support continued implementation of student reading difficulties screenings

California Charter Schools

As we enter the first quarter of 2026, the **California Charter Schools Association (CCSA)** is navigating a landscape defined by rapid technological integration and a tightening of legislative oversight.

The Long Beach Gathering: A Focus on Innovation

The heartbeat of the movement this February is the **2026 California Charter Schools Conference** at the Long Beach Convention Center. The air is thick with talk of "AI-driven accountability."

School leaders are no longer just asking if they should use AI; they are attending workshops to learn how to use it to draft **LCAP (Local Control and Accountability Plan)** narratives and organize assessment data. The goal for 2026 is to move the LCAP from a "compliance chore" to a living, strategic document.

Navigating the Legislative "New Normal"

While innovation thrives in the classroom, the legal department is busy. As of January 1, 2026, several key shifts have taken effect:

- **The End of the Moratorium:** The long-standing moratorium on new **nonclassroom-based (NCB)** charter schools officially expires this year. This opens the door for a new wave of "flex-based" instruction models, though they face stricter oversight and a new "student-level growth model" for renewals.
- **The Brown Act Goes Digital:** Under **SB 707**, charter boards have entered a more inclusive era. Board members with disabilities can now participate remotely as a "reasonable accommodation" without having to list their private home addresses on public agendas—a major win for privacy and accessibility.
- **Fiscal "Bootcamp":** Transparency is the theme of **SB 827**. Every charter school chief administrator is now required to complete at least two hours of specialized fiscal and financial training. For those starting their roles in 2026, the clock is ticking: they must finish this training within six months of their start date.

Los Angeles County Board of Supervisors

Statement of Interest - Form 700 Document

A statement of Economic Interest (Form 700) is a state form on which state and local government officials publicly disclose their personal assets and income that may be materially affected by their official acts. Agency employees, including some public officials who are designated in a conflict-of-interest code, are required to disclose certain financial interests according to the disclosure categories assigned to that position in their agency's conflict of interest code. Certain public officials, including public officials who manage public investments, are required to disclose all financial interest. These officials make full economic disclosure in accordance with state law rather than their agency's conflict of interest code.

Members of Charter Schools are public officials and must file form 700. Originally, YPICS requires all staff that actively participated in the schools' governance and leadership structure to complete a Form 700. This requirement extended to board members, officers, directors, assistant directors, administrative coordinators, managers, and faculty representatives. In recent years, the Los Angeles County Board of Supervisors has allowed the submission of form 700 documents via their portal ("e-filers" only) and through DocuSign, along with a list of YPICS positions and their respective conflict of interest and disclosure codes. Moving forward, only positions specified in the agency's conflict of interest codes will be required to submit a Form 700. This change notwithstanding, the importance of all leadership and governance roles held by staff members should not be understated. Each leadership role bears a high degree of responsibility, and the decisions made by the committees as part of the governance structure can impact the entire organization.

The Los Angeles County Board of Supervisors has sent an automated email request to all e-filers to complete the Form 700. All other required personnel will receive an email from Docusign to complete the form electronically. **All Form 700 documents must be completed and returned by March 1, 2026.**

LAUSD

Special Education Charter Operated Option 3 Services and Program Sharing

On Friday, January 16, 2026, YPICS participated in a LAUSD Charter Schools Division COP3 meeting focused on strengthening collaboration among charter schools to improve special education service delivery and expand access to specialized supports for students. The intent of the meeting was to facilitate practical partnership strategies that help schools meet student needs while also responding to rising costs and ongoing provider shortages.

Key Service Delivery Insights

The presentation summarized staffing patterns across charter schools and highlighted where in house staffing is more common and where contracting remains the norm. Larger charter clusters more often employ in-house roles such as school counselors, school psychologists, and in some cases bilingual psychologists, nurses, mental health providers, and some related service providers. At the same time, many services remain heavily contracted. Speech and language therapy is frequently contracted, occupational therapy is

contracted at an even higher rate, and physical therapy and adapted physical education are almost always contracted. Low incidence services, including deaf and hard of hearing and vision services, are also largely contracted, as is nursing in many settings. These trends underscore the need for coordinated approaches that improve provider stability and service continuity.

Partnership Models Presented by LAUSD

LAUSD shared several models intended to help charter schools increase access to providers, reduce duplication, and manage costs.

Collective Vendor Negotiation: The model was presented as a model that can be implemented quickly by forming regional collaboratives to negotiate improved rates, terms, and provider continuity while each school maintains its own contracts.

Shared Employee Models: This strategy was described as a strategy in which one anchor school hires a provider and then contracts services to partner schools on a fee for service basis. This approach can improve consistency and maximize provider utilization, while requiring careful attention to liability, HR, and labor considerations.

Joint Powers Authority (JPA): This model was presented as a longer-term option in which schools form a separate legal entity to centralize contracting and or employment of providers. This model requires more time and governance development but may offer stronger long term cost control and staffing stability.

Special Education Placement Models

The meeting also addressed Special Day Program placement pathways. One model described placement into LAUSD programs through an established process in which LAUSD becomes the school of enrollment and assumes responsibility for FAPE, with payments deducted monthly through the established framework. Another model described inter charter placement, where the receiving charter becomes the school of enrollment and assumes responsibility for FAPE, supported by formal agreements that define placement terms, billing, dispute resolution, and indemnity.

Several schools in the Pacoima area are pursuing solutions that strengthen services while managing costs. One is also exploring a Joint Powers Authority strategy as a potential long-term approach to lowering contracted service costs and improving provider stability. Other schools were also highlighted for experience as a receiving school for inter-charter placement, reflecting the valley charter schools' commitment to collaboration and ensuring students can access appropriate programs and supports when specialized services are needed.

YPICS is exploring leading in the use of a regionalized program for SDC and low-incidence disabilities.

YPICS

Special Education Self-Study
YPICS is working to strengthen how we organize and align major state and federal initiatives, so they operate as a coherent system rather than as separate, isolated efforts. These initiatives include MTSS, literacy, mental health supports, learning acceleration, Community Schools, Expanded Learning Opportunities, and Special Education System Improvement. California has made significant investments across these areas, and YPICS wants to ensure we are maximizing both the impact of these resources and the long-term sustainability of services for students. This Self-Study or program audit will allow us to see where we are and how to better use funds by connecting the broader systems work to our Special Education program, with a focus on building clarity, coherence, and stronger outcomes for high need students. Self-Study results will provide us with an implementation plan that will better support our programs.

Budget Overview
As the new budget cycle begins a key focus will be on the YPICS Special Education budget overview and the current cost drivers impacting service delivery. Leaders will need to review how Special Education resources are being used today, where costs are increasing, and what opportunities exist to better leverage available funding streams to expand supports while maintaining fiscal responsibility. This includes an emphasis on sustainability and planning for long term stability, particularly in areas where short term funding streams may shift over time.

Service Sharing
We are planning a meeting that will also include a review of service delivery models and opportunities to improve efficiency and consistency through collaboration and service sharing. This includes examining how we can reduce duplication, maximize provider utilization, and ensure timely access to services for students with disabilities and other high need populations. The discussion will connect service sharing strategies to improved Tier 1 instruction, early intervention, and better coordinated supports that reduce strain on Special Education systems while strengthening outcomes for students.

Celebrating Innovation: Our Partnership with UCLA Math Labs
We are thrilled to celebrate a powerful day of professional growth and collaboration at Bert Corona Charter High School! On Monday, January 26, 2026, we hosted a **UCLA Math Lab**, a cornerstone of our partnership with the UCLA Mathematics Project (UCLAMP).

A Deep Dive into Teacher Learning
Unlike traditional workshops, the UCLA Math Lab is a "classroom-embedded" experience. It moves beyond theory and into the heart of the classroom. Our educators engaged in a rigorous cycle of:

- **Collaborative Planning:** Co-designing lessons based on research.
- **Public Teaching:** Observing live instruction to document real-time student thinking.

- **Reflective Debriefing:** Analyzing student work to immediately refine our teaching strategies.

By focusing on **Cognitively Guided Instruction (CGI)**, our teachers are learning to identify each student's unique mathematical logic, ensuring we build on their strengths rather than just correcting their errors.

Honored Guests and Collaborative Spirits

We were especially honored to have LAUSD Board of Directors member Kelly Gonez join us to witness this intentionality firsthand. Your presence validates the hard work of our teachers and reinforces our shared mission: we will not rest until every student is growing and thriving.

We also want to extend a warm "Thank You" to our **guests from Northern California** who traveled to join the lab. De-privatizing our practice and opening our doors to fellow educators creates a community of practice that benefits students far beyond our own walls.

Our Commitment to the Future

At our core, we believe that when teachers thrive, students succeed. This partnership allows us to double down on our key initiatives:

- **Student Collaboration:** Encouraging peer-to-peer problem-solving.
- **Critical Thinking:** Moving beyond rote memorization to deep analytical skills.
- **Writing in All Subjects:** Building literacy as a collective responsibility.
- **Engagement with Joy:** Making math a source of discovery and excitement.

Coversheet

Form 700

Section: III. Items Scheduled for Information
Item: H. Form 700
Purpose:
Submitted by:
Related Material: Board Brief Form 700 Filiers 2026.pdf

January 27, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: **Form 700 Filers**

BACKGROUND

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

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.

2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

ANALYSIS

For purposes of fulfilling the LAUSD Form 700 requirements, all members of the YPICS Board of Trustees, Chiefs, Executive Administrators, Directors, Coordinators, and selected Managers are part of the decision-making group identified by YPICS as required filers. The conflict-of-interest code generated by the Los Angeles County Board of Supervisors (LACBOS) identifies designated positions that are required to file a statement of economic interest and adhere to the disclosure requirements specified in the LACBOS-assigned categories.

The Form 700 (SEI) Electronic Filing & COI Roster System has made it possible to e-file via the portal. Only YPICS board members are included in the e-file roster in the electronic filing system. All other designated positions must file a Form 700 through either original blue ink signatures or an approved electronic signatures system, such as DocuSign. YPI Charter Schools will employ the latter method whenever possible for greater efficiency.

The following procedure will again be observed to send and receive the Form 700s this year:

- After receipt of the Form 700 roster from LAUSD (expected after February 1), Form 700 documents will be prepared for all filers (YPICS Board of Directors, Chiefs, Executive Administrators, Directors, Coordinators, and selected Managers).

- Filers that are part of the Form 700 (SEI) Electronic Filing roster are required to log into the portal to complete the Form 700.
- All other filers will receive an email from Docusign, which will allow them to complete the Form 700 electronically. Email addresses must be a part of the agency domain (i.e. name@ypics.org) to participate in this method.
- **The forms are due to LACBOS and LAUSD by March 19th and it would be appreciated if forms are signed and <u>returned no later than March 1st</u>.)**
- Documents for all YPICS filers will be submitted with the third quarterly report to LAUSD through Dropbox.

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

RECOMMENDATION

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

Coversheet

LCAP Mid-Year Update

Section: III. Items Scheduled for Information
Item: I. LCAP Mid-Year Update
Purpose: Discuss
Submitted by:
Related Material:
2026_LCAP_Mid-Year_Report_for_the_2025-26_LCAP_Monsenor_Oscar_Romero_Charter_Middle_School_20260130.pdf
2026_LCAP_Mid-Year_Report_for_the_2025-26_LCAP_Bert_Corona_Charter_High_School_20260130.pdf
2026_LCAP_Mid-Year_Report_for_the_2025-26_LCAP_Bert_Corona_Charter_School_20260130.pdf

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Goal 1

Goal Description
Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	62.2% "Clear" Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	72.3% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	70.6% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	Same as Year 2 Outcome	95% "Clear" Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, December 2023)	100% teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)	100% teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, August 2025)	Same as Year 2 Outcome	Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, December 2023)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, November 2024)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, Fall 2025)	Same as Year 2 Outcome	Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards	2024 Local Indicator "Standard Met"	2025 Local Indicator "Standard Met"	Same as Year 2 Outcome	Maintain Implementation of State Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local Indicator reported in June 2024)	(Source: Local Indicator reported in June 2025)		ELA 5, ELD 5, Math 5, NGSS 5, History 5
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.84 Professional Development & Support 29% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.36 Professional Development & Support 88% Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Professional Development & Support % Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Participation: 95% Rating: 4
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	2024 Local Indicator "Standard Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2024)	2025 Local Indicator "Standard Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2025)		Maintain 100% students access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Facility in "Good Repair"** Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained	No		$483,759.00	$170,022

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	in good repair through daily checks. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.				
1.2	**Standards-Based Instruction (Certificated Teachers)** Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	No		$1,414,165.00	$665,717
1.3	**Paraprofessionals (Academic Tutors & Behavior Support)** Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	Yes		$298,620.00	$131,745
1.4	**Core Instructional Materials/Licenses & State-Verified Assessments** Provide teachers and students with the necessary standards-based curricula across the core and to ensure all students have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to	No		$56,691.00	$16,318

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]				
1.5	**Supplemental Instructional Materials & Support** Teachers will apply differentiated instructional support to students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, iReady Personalized Instruction for ELA & math, ELLevation math, Stile X Unit Booklets, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	Yes		$173,816.00	$55,758
1.6	**Multi-Tiered System of Supports (MTSS) Team** The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).	Yes		$1,600.00	$110
1.7	**Technology Integration** Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success	Yes		$185,769.00	$66,390

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	(e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)				
1.8	**EL-focused Professional Development** The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, low-income students, foster youth, homeless youth, students with disabilities, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration. Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP)	Yes		$29,973.00	$1,595

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.9	**Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction** New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include: • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support (Stile, iReady, Thinking Nation, TCI) • Teachers requiring BTSA will be supported by an onsite mentor. The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the	Yes		$417,172.00	$221,833

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.				
1.10	**Effective Operations Team** The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.	No		$253,113.00	$68,705

Goal 2

Goal Description
Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Verified Data Source - iReady Reading Growth (Priority 8)	2023-24 iReady Reading Growth Diagnostic EOY 72% met/exceeded typical growth 34% met/exceeded stretch growth (Source: iReady Platform)	2024-25 iReady Reading Growth Diagnostic EOY 52% met/exceeded typical growth 20% met/exceeded stretch growth (Source: iReady Platform Diagnostic Growth Report)		2025-26 iReady Reading Growth Diagnostic MOY ------% met/exceeded typical growth -----% met/exceeded stretch growth (Source: iReady Platform Diagnostic Growth Report)	iReady Reading Growth Diagnostic EOY 85% meeting typical growth 50% meeting stretch growth
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 Dashboard ELPI Indicator)	68.5% making progress towards English language proficiency "Blue" (Source: 2024 Dashboard ELPI Indicator)	48.4% % making progress towards English language proficiency "Orange" (Source: 2025 Dashboard ELPI Indicator)	Same as Year 2 Outcome	ELPI "Yellow" or "Green"
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2022-23 Dashboard ELA & CAASPP School "Red" -81.1 DFS 19.79% Met/Exceeded Hispanic "Red" -81.4 DFS 19.92% Met/Exceeded SED "Red" -78.9 DFS 20.85% Met/Exceeded EL "Red" -119.2 DFS	2024 Dashboard ELA & CAASPP School "Yellow" -53.6 DFS 27.2% Met/Exceeded Hispanic "Yellow" -53.2 DFS 26.41% Met/Exceeded SED "Yellow" -55.6 DFS 26.95% Met/Exceeded	2025 Dashboard ELA & CAASPP School "Orange" -63.3 DFS 28.52% Met/Exceeded Hispanic "Orange" -64.8 DFS 28.67% Met/Exceeded SED "Orange" -63.2 DFS 28.72% Met/Exceeded	2025 Dashboard ELA & CAASPP School "Orange" -63.3 DFS 28.52% Met/Exceeded Hispanic "Orange" -64.8 DFS 28.67% Met/Exceeded SED "Orange" -63.2 DFS 28.72% Met/Exceeded	ELA Dashboard School "Orange"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		% Met/Exceeded SWD "Red" -139 DFS 2.7% Met/Exceeded	EL "Orange" -81.4 DFS 5.35% Met/Exceeded SWD "Orange" -115.3 DFS 12.82% Met/Exceeded	EL "Red" -99.8 DFS 2.04% Met/Exceeded LTEL "Red" -127.8 DFS 0% Met/Exceeded SWD "Red" -119.6 DFS 13.89% Met/Exceeded	EL "Red" -99.8 DFS 2.04% Met/Exceeded LTEL "Red" -127.8 DFS 0% Met/Exceeded SWD "Red" -119.6 DFS 13.89% Met/Exceeded	
2.4	Reclassification Rate (Priority 4)	12.39% Reclassification Rate for 2022-23	18.5% Reclassification Rate for 2023-24	% Reclassification Rate for 2024-25		20% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	**ELA/ELD Co-planning for Instruction & Assessment** Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period) and differentiating instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students. Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progressed monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the alternative process for students with IEPs.	Yes		$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	**Accelerations for Language Arts (Tiers 2 & 3)** Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. This will also serve as an identifier for groupings afterschool tutoring. During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.	Yes		$0.00	$0.00
2.3	**Designated ELD** Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction. Monitoring progress of dually identified students for application of alternate reclassification criteria.	No		$0.00	$0.00
2.4	**Reading & Writing Across the Curriculum** All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct	No		$1,000.00	$278

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grades 6-8: Narrative, Explanatory, Argumentative).				
2.5	**Critical Thinking & Writing Skills Development for Social Science** All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 6-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.	Yes		$0.00	$0.00

Goal 3

Goal Description
Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 68% met/exceeded typical growth 35% met/exceeded growth (Source: iReady Platform)	2024-25 iReady Mathematics Growth Diagnostic [BOY to EOY] 52% met/exceeded typical growth 18% met/exceeded growth (Source: iReady Platform)			2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 75% meeting typical growth 45% meeting stretch growth
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -126 DFS 8.28% Met/Exceeded Hispanic "Red" -125.2 DFS 8.12% Met/Exceeded SED "Red" -125.4 DFS 8.91% Met/Exceeded EL "Red" -157 DFS 0.90% Met/Exceeded SWD "Red" -171.3 DFS 5.41% Met/Exceeded	2024 Dashboard Mathematics & CAASPP 9.19% School "Orange" -118.1 DFS 8.68% Hispanic "Orange" -121.1 DFS 9.77% SED "Orange" -116.6 DFS 1.79% EL "Orange" -138.9 DFS 2.56% SWD "Red" -183.8 DFS	2025 Dashboard Mathematics & CAASPP 10.07% School "Orange" -114.9 DFS 9.32% Hispanic "Orange" -116.8 DFS 10.18% SED "Red" -114.8 DFS 2.04% EL "Orange" -133.8 DFS 4.66% LTEL "Red" -169.4 DFS 0% SWD "Orange" -157.3 DFS 0% SWD "Red" - DFS		Mathematics Dashboard "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.3	CAST - California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.94% School 13.09% Hispanic 0% English learner 14.86% SED N/A SWD - data suppressed	2024 CAST Met/Exceeded 30.7% School -22.7 DFS 19.58% Hispanic -22.5 DFS 2.36% English learner -27.3 DFS 20.73% SED -22.5 DFS 9% SWD -34.5 DFS	2025 CAST Met/Exceeded 17.3% School 44.6 science points "Yellow" 17.52% Hispanic 44.4 science points "Orange" 0% English learner 35 science points "Orange" 0% Long term English learner 29.7 science points 18.37% SED -44.4 science points "Yellow" 13.33% SWD 35.5 science points		CAST - Met/Exceeded 30% School

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Mathematics Co-planning for Instruction & Assessment** Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-	No		$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).				
3.2	**Accelerations for Mathematics (Tiers 2 & 3)** Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers instructional planning. Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support. Additionally, students will have access to after school learning opportunities.	Yes		$0.00	$0.00
3.3	**NGSS Science Supplemental Resource** NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.	Yes		$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description
Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Student Attendance Rates (Priority 5)	92.8% Attendance Rate 256.48 ADA through Month 8 (Source: MORCS Financial Analysis Report, May 20, 2024)	93.1% Attendance Rate P-2 ADA (Source: MORCS P-2 Report)			95% Attendance Rate
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 24.8% All Students "Red" 24.6% EL "Red" 24.7% Hispanic "Red" 25.1% SED "Red" 28.9% SWD "Red"	2024 Dashboard Chronic Absenteeism Indicator 21% All Students "Yellow" 20% EL "Yellow" 21% Hispanic "Yellow" 21.3% SED "Yellow" 27.5% SWD "Orange"	2025 Dashboard Chronic Absenteeism Indicator 21.2% All Students "Red" 25.9% EL "Red" 23.2% LTEL "Red" 20.9% Hispanic "Red" 21% SED "Red" 24.4% SWD "Orange"		Chronic Absenteeism Dashboard Indicator "Yellow"
4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator 0.7% All Students "Green" 0% SWD "Blue"	2024 Dashboard Suspension Rate Indicator 0.7% All Students "Green" 5% SWD "Orange"	2025 Dashboard Suspension Rate Indicator 0.3% All Students "Blue" 2.4% SWD "Green"		Maintain Dashboard Suspension Indicator "Green" or better

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		1.7% English learners "Green" 0.7% Hispanic "Green" 0.7% SED "Green"	1.7% English learners"Green" 0.7% Hispanic "Green" 0.4% SED "Blue"	0.9% English learners "Green" % Long Term English learners"Green" 0.3% Hispanic "Blue" 0.3% SED "Blue"		
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.7% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Monsenor-Oscar-Romero-Charter-Middle)	2024 Expulsion Rate 0% (Source: Ed-Data, https://www.ed-data.org/ShareData/Html/120762)	2025 Expulsion Rate 0% (Source:)		Maintain expulsion rate <1%
4.5	Middle School Dropout Rate (Priority 5)	0% Middle Dropout Rate for 2022-23 (Source: CALPADS)	0% Middle Dropout Rate for 2023-24 (Source: CALPADS)	---% Middle Dropout Rate for 2024-25 (Source:)		Maintain dropout rate under 1%
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.49 Engagement 3.55 Relationships 3.56 Culture 3.49 Belonging 79% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.53 Engagement 3.52 Relationships 3.56 Culture 3.51 Belonging 90% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Engagement Relationships Culture Belonging % Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.12 Engagement 4.31 Communication/ Feedback 4.19 Safety 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.12 Engagement 4.38 Communication/ Feedback 4.15 Safety 74% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Engagement Communication/ Feedback Safety % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Participation: 95% Rating/area: 4.5
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.35 Relationships 4.21 Culture 4.28 Resources Diversity, Equity & Inclusion 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.34 Relationships 4.19 Culture 4.27 Resources 4.07 Diversity, Equity & Inclusion 74% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Relationships Culture Resources Diversity, Equity & Inclusion % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Participation: 95% Rating/area: 4.5
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.42 Positive Culture 3.88 Positive Relationships 4.02 Engagement 3.64 Safety 29% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth	3.4 Positive Culture 3.75 Positive Relationships 3.64 Engagement 3.69 Safety 88% Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Positive Culture Positive Relationships Engagement Safety % Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Survey administered for 2023-24)				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Parent Engagement Activities & Increasing Parent Capacity for Decision-Making** The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)] • Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. • Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. • Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. Additionally, there is a Parent Coordinator who will host workshops around supporting their child in the home.	No Yes		$82,738.00	$42,548

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	• Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey). • Parent Coordinator serves as the bridge between home and school				
4.2	**Leadership Development for Students** In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.	No		$2,000.00	$0.00
4.3	**Engagement of Parents of Underserved Groups** While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.	Yes		$3,000.00	$2,082
4.4	**Positive Behavior & Intensive Support (PBIS)** Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure	No		$1,200.00	$1,578

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance.Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.				
4.5	**MTSS for Chronic Absenteeism** Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support in the area of chronic absenteeism. Using tiered interventions (e.g., Parent conference, home visits, connections to community-based resources for support), families will be engaged on the importance of regular school attendance, and the impact of absenteeism on students academic progress and social-emotional well-being.	Yes		$133,823.00	$101,414
4.6	**School Climate & Culture Team Staffing** The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to increase student belonging and connection to school.	Yes		$408,216.00	$192,166

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Goal 1

Goal Description
Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	45.4% "Clear" - Fully Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	45.8% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	69.8% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)		95% "Clear" - Fully Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards-aligned curricula (Source: 2023 Fall Williams Sufficiency Report)	100% teachers/students with access to standards-aligned curricula (Source: LACOE Williams Instructional Visit, August 2024)	100% teachers/students with access to standards-aligned curricula (Source: LACOE Williams Instructional Visit, August 2025)	Same as Year 2 Outcome	Maintain 100% teachers/ students with access to standards- aligned curricula
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)	Score: 100% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection, October 2024)	Score: % Rating: “ ” (Source: LACOE Williams Facilities Inspection, September 2025)		Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	2024 Local Indicator "Met" Implementation of State Standards	2025 Local Indicator "Met" Implementation of State Standards		Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	(Source: Local Indicator report June 2024)	(Source: Local Indicator report June 2025)		
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.66 Professional Development & Support 67% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.61 Professional Development & Support 100% Staff members (teachers, support staff & administrators) (Source: Youth Truth Survey administered for 2024-25)	-- Professional Development & Support % Staff members (teachers, support staff & administrators) (Source: Youth Truth Survey administered for 2025-26)	Professional Development & Support % Staff members (teachers, support staff & administrators) (Source: Youth Truth Survey administered for 2025-26)	4.5 Professional development & Support 95% Participation in Teacher Survey
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% students have access to a broad course of study	2024 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator report June 2024)	2025 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator report June 2025)		Maintain 100% student access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Facility & Safety** BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of operation under the Facilities Use Agreement with LAUSD for the use of Maclay MS facilities and janitorial services. School facilities are clean and maintained in good repair with daily spot checks. Campus aides conduct regular	No	ONGOING IMPLEMENTATION	$320,000.00	$273,679

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	walkthroughs and monitor pupil/staff facilities for safety. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.				
1.2	**Standards-Based Instruction (Certificated Teachers)** Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	No	ONGOING IMPLEMENTATION	$956,774.00	$447,215
1.3	**Paraprofessionals (Academic Tutors & Behavior Support)** Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	Yes	ONGOING IMPLEMENTATION	$205,433.00	$105,204
1.4	**Core Instructional Materials/Licenses, and State-Verified Assessments** Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students	No	ONGOING IMPLEMENTATION	$16,200.00	$3,102

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, iReady Classroom Mathematics Algebra I, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (NWEA MAP Reading and Mathematics) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., IronBox, etc.)				
1.5	**Supplemental Instructional Materials & Support** Teachers will apply differentiated instructional supports for students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	Yes	ONGOING IMPLEMENTATION	$16,550.00	$9,048
1.6	**Multi-Tiered System of Supports (MTSS) Team** The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to	Yes	ONGOING IMPLEMENTATION	$3,000.00	$1,590

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).				
1.7	**Technology Integration** Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	Yes	ONGOING IMPLEMENTATION	$142,483.00	$44,556
1.8	**EL-focused Professional Development** The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration. Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing)	Yes	Partially implemented	$1,087.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	• Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP)				
1.9	**Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)** New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include: • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support	Yes	ONGOING IMPLEMENTATION	$379,709.00	$199,931

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	• Teachers requiring BTSA will be supported by an onsite mentor. The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.				
1.10	**Effective Operations Team** The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.	No	ONGOING IMPLEMENTATION	$398,341.00	$161,799
1.11	**Commitment to Equity for Special Populations** Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational	No	ONGOING IMPLEMENTATION	$451,716.00	$166,417

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.				

Goal 2

Goal Description
Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts (core and ELD) through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	NWEA MAP Growth in Reading - Grades 9-12 (Priority 8)	2024 EOY NWEA Reading Achievement 22% near/at grade-level 19% at grade-level 4% above grade-level EOY NWEA Reading Growth 49% met/exceed personal growth goal 19% close to growth goal (Source: Spring 2024 NWEA MAP)	2024 EOY NWEA Reading Achievement 22% near/at grade-level 19% at grade-level 4% above grade-level EOY NWEA Reading Growth 49% met/exceed personal growth goal 19% close to growth goal (Source: Spring 2024 NWEA MAP)	2025 EOY NWEA Reading Achievement % near/at grade-level % at grade-level % above grade-level EOY NWEA Reading Growth % met/exceed personal growth goal % close to growth goal (Source: Spring 2025 NWEA MAP)	nestor	EOY NWEA Reading Achievement 30% near/at grade-level 25% at grade-level 5% above grade-level EOY NWEA Reading Growth 52% met/exceed personal growth goal 25% close to growth goal
2.2	Dashboard English/Language Arts Indicator - Grade 11 (Priority 4)	2023 Dashboard ELA Indicator (DFS) All students "Red" - 62.5 DFS "Red" Group(s) Hispanic -59.6 DFS SED -59.2 DFS “No color” EL -155.6 DFS SwD -178.7 DFS	2024 Dashboard ELA Indicator (DFS) All students "Orange" - 56.7 DFS "Orange" Group(s) Hispanic -55.3 DFS "Red" Group(s) SED -56.6 DFS “No color” EL -92.8 DFS LTEL -132.9 DFS SwD -126.2 DFS	2025 Dashboard ELA Indicator (DFS) All students "Red" - 60.8 DFS "Red" Group(s) Hispanic -65.8 DFS SED -60.6 DFS “No color” EL -146.1 DFS SWD -87.6 SwD - DFS		ELA Dashboard Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	2023 Dashboard ELPI Indicator 24.3% making progress toward English language proficiency "Red"	2024 Dashboard ELPI Indicator 23.2% making progress toward English language proficiency "Red"	2025 Dashboard ELPI Indicator 24.1% making progress toward English language proficiency "Red"		45% making progress toward English language proficiency "Orange"
2.4	Reclassification Rate (Priority 4)	2.08% Reclassification Rate 2022-23	4% Reclassification Rate for 2023-24	% Reclassification Rate for 2024-25		10% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	**ELA/ELD Co-planning for Instruction & Assessment** Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.	Yes	Partially implemented	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	**Accelerations in English/Language Arts (Tiers 2 & 3)** Literacy Specialist works with small groups of students who are reading below middle school Lexile norms. On a pullout basis for 80 minutes per week, students who are performing below grade-level average on NWEA MAP Lexile levels in order to increase their fluency, vocabulary development, and Lexile level. Flexible pull-out will be provided for students who have been identified as requiring focused standards-based support in reading. Students will have access to ELA-based extended learning opportunities to enable progress in standards mastery.	No Yes	Ongoing implementation	$114,016.00	$48,846
2.3	**Designated ELD** Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students' English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.	No	Ongoing Implementation	$0.00	$0.00
2.4	**ELA Instructional Support Courses** Grades 9 & 10 support instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks. All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn	No	Ongoing Implementation	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	how to apply these critical skills to longer works of literature. Students will receive direct instruction in writing aligned to respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.				
2.5	**Junior/Senior Seminar - Reading & Writing** Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks. All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works.) Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.	No	Partially implemented	$0.00	$0.00
2.6	**Social Science - Critical Thinking & Writing Skills Development** All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 9-12 will have access to	Yes	Ongoing Implementation	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.				

Goal 3

Goal Description
Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	NWEA MAP Growth in Mathematics - Grades 9-12 (Priority 8)	2024 EOY NWEA Math Achievement 18% near/at grade-level 12% at grade-level 4% above grade-level EOY NWEA Math Growth 42% met/exceed personal growth goal 21% close to growth goal (Source: Spring 2024 NWEA MAP)	2024 EOY NWEA Math Achievement 18% near/at grade-level 12% at grade-level 4% above grade-level EOY NWEA Math Growth 42% met/exceed personal growth goal 21% close to growth goal (Source: Spring 2024 NWEA MAP)	2026 EOY NWEA Math Achievement % near/at grade-level % at grade-level % above grade-level EOY NWEA Math Growth % met/exceed personal growth goal % close to growth goal (Source: Spring 2026 NWEA MAP)	nestor	EOY NWEA Math Achievement 20% near/at grade-level 15% at grade-level 7% above grade-level EOY NWEA Math Growth 50% met/exceed personal growth goal 25% close to growth goal
3.2	Dashboard Mathematics Indicator - Grade 11 (Priority 4)	2023 Dashboard Mathematics Indicator School "Red" -153.5 DFS "Red" Group(s) SED -154.6 DFS Hispanic -156.7 DFS "No color" EL -193.6 DFS SwD -205.3 DFS	2024 Dashboard Mathematics Indicator School "Red" -169.5 DFS "Red" Group(s) SED -168.1 DFS Hispanic -167.7 DFS "No Color" EL -167.3 DFS LTEL -198.1 DFS SWD -198.7 DFS	2025 Dashboard Mathematics Indicator School "Red" -167.5 DFS "Red" Group(s) SED -168.5 DFS Hispanic -172.9 DFS "No Color" EL -217.6 DFS SWD -213.1 DFS	Same as Year 2 Outcome data	CA Dashboard Mathematics Indicator "Orange"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded EL 0% Hispanic 18.37% SED 22.22% SWD (Data suppressed)	2024 Dashboard CAST -28.1 DFS 8.7% met/exceeded EL -35.7 DFS Hispanic -28.2 DFS 8.89% met/exceeded SED -28.5 DFS 6.98% met/exceeded SWD -37.9 DFS 0% met/exceeded	2025 Dashboard CAST "Yellow" 42.7 science points 16.33% met/exceeded EL 35.7 science points 0% met/exceeded LTEL 30 science points 0% met/exceeded Hispanic "Yellow" 42.8 science points 16.31% met/exceeded SED "Yellow" 42.8 science points 16.79% met/exceeded SWD 37.8 science points 10.52% met/exceeded	Same as Year 2 Outcome data	>50% meet/exceed

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Mathematics Co-planning for Instruction & Assessment** Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data	No	Partially Implemented	$7,933.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer). Math teachers will engage in Year 1 targeted professional development through the UCLA Math Project.				
3.2	**Accelerations for Mathematics (Tiers 2 & 3)** Scheduled instructional block where students are programmed for support and acceleration in math. Secondary Foundational Math Skills for 9th Graders (80 minutes/week) in using Core Advantage or Iron Box curriculum during the core Algebra 1 instructional blocks. Targeted Math Tutoring afters school will be provided based on analysis of NWEA MAP scores and academic course grades, identified students attend 10-week tutorial for skill improvement. Students exit when their skills are at grade-level	Yes	Ongoing Implementation	$0.00	$0.00
3.3	**Junior and Senior Seminars (Math component)** Junior and Senior Seminar instructional block focused on CAASPP/SBAC Math practice using materials created by the CDE (Tools for Teachers) to support ongoing development of students' skills and familiarize them with the language and rigor of state math assessments including performance tasks.	No	Partially implemented	$0.00	$0.00
3.4	**NGSS & College-preparatory Science** College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.	No	Ongoing Implementation	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Study Hall/Homework Help** Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.	No	Ongoing Implementation	$0.00	$0.00

Goal 4

Goal Description
Create/maintain an environment where standards and expectations for career- and college-readiness are consistently applied and nurtured in order for students to be prepared (e.g., resilient in the face of challenges academically, socially, psychologically) for success in a wide range of post-secondary options including college and/or career.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	English/Language Arts Course Passage with "C-" or better (Priority 8)	93% Passed ELA course with C- or better (Source: Infinite Campus Final 2024 ELA Grades)	75% Passed ELA course with C- or better (Source: Infinite Campus Final 2025 ELA Grades)	nestor	nestor-- % Passing ELA course with C- or better	Increase ELA Annual course passage with "C-" or better
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better (Source: Infinite Campus Final 2024 Math Grades)	94% Passed math course with C- or better (Source: Infinite Campus Final 2025 Math Grades)	nestor	nestor-- % Passing math course with C- or better	Increase Math Annual course passage with "C-" or better
4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 58%	7.3% Graduates completion of CTE Pathway (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	3.4% Graduates completion of CTE Pathway (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	Same as Year 2 Outcome data	95% Graduates completion of CTE Pathway
4.4	Successful A-G Course Completion (Priority 4)	0% Graduates completion of A-G course requirements	60% Graduates completion of A-G course requirements	74.1% Graduates completion of A-G course requirements	Same as Year 2 Outcome data	90% Graduates completion of A-G course requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 66% Graduates completed A-G course requirements with C or better	(Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	(Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")		
4.5	Combined Successful Completion of CTE Pathway & A-G Coursework (Priority 4)	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	3.4% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	Same as Year 2 Outcome data	95% Cohort graduates successful completion of CTE Pathway & A-G Coursework
4.6	Passage of AP Exam (Priority 4)	34% Students passing an AP exam with "3" or better (Source: 2023 CollegeBoard Advanced Placement Results average)	21% Students passing an AP exam with "3" or better (Source: 2024 CollegeBoard Advanced Placement Results average)	nestor % Students passing an AP exam with "3" or better (Source: 2025 CollegeBoard Advanced Placement Results average)	nestor--	40% Students passing an AP exam with "3" or better
4.7	Graduates Meeting UC/CSU Requirements (Priority 4)	0% Graduates meeting UC/CSU requirements (Source: 2023 CA Dashboard Additional	60% Graduates meeting UC/CSU requirements (Source: 2024 CA Dashboard Additional	74.1% Graduates meeting UC/CSU requirements (Source: 2025 CA Dashboard Additional	Same as Year 2 Outcome data	95% Graduates meeting UC/CSU requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Reports "Met UC/CSU Requirements and CTE Completion Report")	Reports "Met UC/CSU Requirements and CTE Completion Report")	Reports "Met UC/CSU Requirements and CTE Completion Report")		
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better (Source: 2025 CA Dashboard Additional Reports "College/Career Levels & Measures Report")	Same as Year 2 Outcome data	25% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better
4.9	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math with "3" or better in both areas on SBAC (Priority 4)	7.5% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")	29.6% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024")	29.8% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2025")	Same as Year 2 Outcome data	45% Prepared
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 7.5% School "Very Low"	Graduates "prepared" as measured by the 2024 Dashboard College/Career Indicator (CCI) 29.6% School "Yellow" "Yellow" Group(s)	Graduates "prepared" as measured by the 2025 Dashboard College/Career Indicator (CCI) 29.8% School "Orange"	Same as Year 2 Outcome data	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		5.8% Hispanic "Very Low" 7.8% SED "Very Low" 0% EL 0% SwD (Source: 2023 CA Dashboard, College/Career Indicator)	30.2% Hispanic 28.3% SED "No Color" 7.7% EL 0% LTEL 0% SwD	"Orange" Group(s) 30.4% Hispanic 29.8% SED "No Color" 23.5% EL 20% LTEL 11.1% SwD		20% SwD

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Culture of College Readiness** The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. In partnership with GEAR UP, all grade levels will take part in college visits throughout the year, and juniors/seniors will have extended overnight visits to experience the college setting. While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)	Yes	ONGOING IMPLEMENTATION	$124,515.00	$59,712
4.2	**Credit Recovery Opportunities** In-schedule and out-of-school provide opportunities for all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year using an online platform.	No	ONGOING IMPLEMENTATION	$16,617.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.3	**Career/Technical Education: Media Arts Pathway** CTE Visual and Media Arts Program includes arts, media and entertainment, information and communication technologies, and manufacturing /product development pathways. All students will be provided exposure to hands-on learning in industry-standard technologies to equip graduates with job skills for application to future employment in online content production, design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). The pathway is a sequence of three courses which are also UC Doorways approved.	No	ONGOING IMPLEMENTATION	$106,773.00	$49,953
4.4	**Dual Enrollment- LAMC Partnership** In partnership with Los Angeles Mission College, provide students with multiple opportunities to enroll in a semester-long, college-credit bearing course. The goal is to increase the number of offerings to expose students to rigorous content and expose them to a variety of subject areas which may support them in the decision to enroll and graduate from a two- or four-year university. Students will take two (2) semester long courses for college credit and earn a grade of C or better.	No	ONGOING IMPLEMENTATION	$0.00	$0.00
4.5	**Advisory with SEL Component** All students are enrolled in “Advisory” where modules on college/career exploration aligned to student interest. Additionally, this course has a SEL component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. [NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]	No	ONGOING IMPLEMENTATION	$0.00	$0.00

Goal 5

Goal Description
Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school mission to improve successful post-secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Student Attendance Rates (Priority 5)	91.9% Attendance Rate 200.05 ADA through Month 8 (Source: BCCHS Financial Analysis Report, May 20, 2024)	91.5% Attendance Rate P-2 ADA (Source: BCCHS P-2 Report)	irina		95% Attendance Rate
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic 36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)	28.9% All Students 32.8% SWD 26.2% English learner 29.3% Hispanic 28.6% SED (Source: DataQuest 2023-24 Absenteeism Data Report)	33.1% All Students 33.2% Hispanic 35.9% EL 32.4% SWD 34.2% SED (Source: DataQuest 2024-25 Absenteeism Data Report)	Same as Year 2 Outcome data	Chronic absenteeism under 15%
5.3	High School Cohort Dropout Rate (Priority 5)	7.5% Cohort Dropouts (Source: Ed-data 2022-23 http://www.ed-data.org/ShareData/Html/114934)	5.7% Cohort Dropouts (Source: DataQuest 2023-24 Four-Year Adjusted Cohort Outcome" report)	3.5% Cohort Dropouts (Source: DataQuest 2024-25 Four-Year Adjusted Cohort Outcome" report)		Less than/equal to 4%
5.4	Dashboard High School Cohort Graduation Rate Indicator (Priority 5)	2023 Dashboard - Graduation Indicator 92.5% All Students "Yellow" "Yellow" Group(s) 92.3% Hispanic 66.7% SWD	2024 Dashboard - Graduation Indicator 90.9% All Students "Yellow" "Yellow" Group(s) 90.7% Hispanic	2025 Dashboard - Graduation Indicator 96.6% All Students "Blue" "Blue" Group(s) 96.5% Hispanic	Same as Year 2 Outcome data	97% All students "Green"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		78.6% EL 92.2% SED	86.7% SWD 85.7% EL 84.6% LTEL 90.7% SED	96.6% SED "No Color" Group(s) 94.1% EL 93.3% LTEL 100% SWD		
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator 1.8% All Students "Green" "Green" Group(s) 1.9% Hispanic 2% SED "Blue" Group(s) 0% SWD 0% EL	2024 Dashboard - Suspension Rate Indicator 1.3% All Students "Green" "Green" Group(s) 1.3% Hispanic 1.3% SED "Yellow" Group(s) 1.5% EL "Orange" Group(s) 3.4% SWD 2% LTEL	2025 Dashboard - Suspension Rate Indicator 4.5% All Students "Orange" "Orange" Group(s) 6.1% EL 8% LTEL 4.3% SED 4.2% SWD 4.6% Hispanic	Same as Year 2 Outcome data	Maintain Suspension rate <2% All students "Green"
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2023-24 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2024-25 Expulsion Report)		Maintain Expulsion rate <2%
5.7	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging 82% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth	3.62 Engagement 3.37 Relationships 3.42 Culture 3.48 Belonging 88% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	-- Engagement -- Relationships -- Culture -- Belonging -- Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Engagement Relationships Culture Belonging % Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Survey administered for 2023-24)				
5.8	Parent Satisfaction, Safety & Decision-Making (Priority 3)	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.05 Engagement 4.24 Communication/ Feedback 4.14 Safety 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	-- Engagement -- Communication/ Feedback -- Safety -- % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Engagement Communication/ Feedback Safety % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5
5.9	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.25 Relationships 4.13 Culture 4.22 Resources 4.1 Diversity, Equity & Inclusion 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.31 Relationships 4.21 Culture 4.23 Resources 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	-- Relationships -- Culture -- Resources --% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Relationships Culture Resources % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety 67% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly	3.12 Positive Culture 3.75 Positive Relationships 3.75 Engagement 3.69 Safety 100% Staff responded to Youth Truth Survey	-- Positive Culture -- Positive Relationships -- Engagement -- Safety % Staff responded to Youth Truth Survey	Positive Culture Positive Relationships Engagement Safety % Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Agree" Youth Truth Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)	(Source: Youth Truth Survey administered for 2025-26)		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Parent Engagement Activities & Increasing Parent Capacity for Decision-Making** The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)] • Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. • Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. • Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school.	Yes	ONGOING IMPLEMENTATION	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	• Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey) • Coordinator of College/Career Readiness will develop and deliver workshop content to inform parents of post-secondary options, college planning, financial aid, college application process, etc. Each grade level will have a tailored college/career engagement plan.				
5.2	**Engagement of Parents of Underrepresented Groups** While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them. The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians of underrepresented student groups to support the success of their child at BCCHS. At minimum, these activities include Cafe con los Directores, back to school night, parent conferences, open house, SpEd Fall and Spring Meet & Greets, and IEP meetings.	Yes	ONGOING IMPLEMENTATION	$0.00	$0.00
5.3	**Student Activities & Sports Program** Student activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course	No	ONGOING IMPLEMENTATION	$48,339.00	$20,164

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	leaders to develop a range of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g., aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate. Continue to offer 7 CIF member sports program to strengthen school identity and pride.				
5.4	**Leadership Development for Students** In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.	No	ONGOING IMPLEMENTATION	$10,500.00	$1,013
5.5	**Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing** Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.	Yes	ONGOING IMPLEMENTATION	$381,944.00	$199,228

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
5.6	**Monthly Climate & Culture Programming (Absenteeism Reduction)** Scholar Dollars will be used throughout the school as a token for recognizing students for exhibiting supportive behaviors and contributions to maintaining a positive climate. The recognition by adults will contribute to the formation of strong relationships with students and decrease the perception of disengaged adults on campus. Students will be recognized during monthly assemblies focused on college/career to serve as an incentive to prepare for post-secondary options. Based on the Youth Truth Survey of students, the need to form bonds with students is necessary to increase feelings of belonging and perceptions of supportive adults. All BCCHS staff will commit to nurturing positive relationships with students to ensure students attend school at least 95% of the school days.	No	ONGOING IMPLEMENTATION	$600.00	$0.00
5.7	**Mentorship Interns for At-Promise Students** Under the community schools grant, Youth Mentors will play a crucial role in fostering school success. By building connections between students and school staff, the mentor will support in creating a positive school environment. The mentor will empower students to identify allies within the school community who can advocate for them. The mentor will also directly combat chronic absenteeism by managing cases of the top chronically absent students, acting as an advocate to identify and address underlying challenges such as transportation. In collaboration with students and families, the mentor will play a role in developing personalized attendance, behavior, and academic success plans with goals and timelines.	No	ONGOING IMPLEMENTATION	$83,918.00	$34,837

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Goal 1

Goal Description
Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	59.5% "Clear" Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	50.9% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	55% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	Same as Year 2 Outcome	95% "Clear" Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2023)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2025)	Same as Year 2 Outcome	Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 96.83% Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)	Score: % Rating: “” (Source: LACOE Williams Facilities Inspection November 2024)			Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	2024 Dashboard Local Indicator on Implementation of State Standards	2025 Dashboard Local Indicator on Implementation of State Standards	Same as Year 2 Outcome	Maintain Implementation of State Standards ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	"Standard Met" (Source: Local reporting for the 2023-24 CA Dashboard Local Indicators)	"Standard Met" (Source: Local reporting for the 2024-25 CA Dashboard Local Indicators)		5, ELD 5, Math 5, NGSS 5, History 5
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.78 Professional Development & Support 71% Staff members responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.62 Professional Development & Support 96% Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Professional Development & Support % Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating: 4
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for 2022-23 CA Dashboard Local Indicators)	2024 Dashboard Local Indicator on Access to a Broad Course of Study "Standard Met" (Source: Local reporting for the 2023-24 CA Dashboard Local Indicators)	2025 Dashboard Local Indicator on Access to a Broad Course of Study "Standard Met" (Source: Local reporting for the 2024-25 CA Dashboard Local Indicators)	Same as Year 2 Outcome	Maintain 100% students access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Facility in "Good Repair"**	No	Fully implemented	$355,018.00	$236,808

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.				
1.2	**Standards-Based Instruction (Certificated Teachers)** Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	No	Ongoing Implementation	$1,343,411.00	$637,627
1.3	**Paraprofessionals (Academic Tutors & Behavior Support)** Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	Yes	Ongoing Implementation	$426,053.00	$142,164
1.4	**Core Instructional Materials/Licenses & State-Verified Assessments** Provide teachers and students with the necessary standards-based curricula across the core and to ensure all students	No	Ongoing Implementation	$52,534.00	$14,996

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]				
1.5	**Supplemental Instructional Materials & Support** Teachers will apply differentiated instructional support to students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, iReady Personalized Instruction for ELA & math, ELLevation math, Stile X Unit Booklets, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	Yes	Ongoing Implementation	$52,192.00	$37,211
1.6	**Multi-Tiered System of Supports (MTSS) Team** The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).	Yes	Ongoing Implementation	$2,780.00	$3,354
1.7	**Technology Integration** Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in	Yes	Ongoing Implementation	$199,230.00	$74,723

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)				
1.8	**EL-focused Professional Development** Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration. Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) (Title III, LEP - $11,376)	Yes	Partially Implemented	$32,078.00	$1,829

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.9	**Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction** New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include: • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support (Stile, iReady, Thinking Nation, TCI) • Teachers requiring BTSA will be supported by an onsite mentor. The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and	Yes	Ongoing Implementation	$444,767.00	$236,418

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	outcomes of the LCFF targeted groups.				
1.10	**Effective Operations Team** The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.	No	Ongoing Implementation	$487,806.00	$249,118

Goal 2

Goal Description
Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Verified Data Source - iReady Reading Growth (Priority 8)	2023-24 iReady Reading Growth Diagnostic [EOY] 60% meeting typical growth 22% meeting stretch growth (Source: iReady Platform)	2024-25 iReady Reading Growth Diagnostic [EOY] 62% meeting typical growth 26% meeting stretch growth (Source: iReady Platform Spring Diagnostic Growth Report)			iReady Reading Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	56.9% English learners making process toward English language Proficiency "Blue" (Source: 2023 Dashboard ELPI Indicator)	68.4% English learners making process toward English language Proficiency "Blue" (Source: 2024 Dashboard ELPI)	63.9% English learners making process toward English language Proficiency "Blue" (Source: 2025 Dashboard ELPI)		Maintain "Blue" or "Green" ELPI on Dashboard
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2023 Dashboard ELA & CAASPP School "Red" -84.9 DFS 17.02% Met/Exceeded Hispanic "Red" -83.7 DFS 17.31% Met/Exceeded	2024 Dashboard ELA & CAASPP School "Yellow" -68.3 DFS 24.13% Met/Exceeded Hispanic "Yellow" -68.8 DFS 24.25% Met/Exceeded	2025 Dashboard ELA & CAASPP School "Yellow" -61.2 DFS 28.06% Met/Exceeded Hispanic "Yellow" -62.6 DFS 27.3% Met/Exceeded		Dashboard ELA Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED "Red" -87.4 DFS 16.37% Met/Exceeded EL "Red" -133.7 DFS 0% Met/Exceeded SWD "Orange" -143.1 DFS 2.54% Met/Exceeded	SED "Orange" -71.2 DFS 23.94% Met/Exceeded EL "Orange" -108.9 DFS 3.75% Met/Exceeded LTEL "Red" -140.8 DFS 2.38% Met/Exceeded SWD "Orange" -138.3 DFS 5.48% Met/Exceeded	SED "Yellow" -64.6 DFS 27.21% Met/Exceeded EL "Orange" -87.1 DFS 0% Met/Exceeded LTEL "Orange" -125 DFS 0% Met/Exceeded SWD "Orange" -128.7 DFS 7.69% Met/Exceeded		
2.4	Reclassification Rate (Priority 4)	TBD% Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS - 21 students)	31% Reclassification Rate for 2023-24			20% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	**ELA/ELD Co-planning for Instruction & Assessment** Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period) and differentiating instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students. Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language	Yes	Ongoing Implementation	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progressed monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the alternative process for students with IEPs.				
2.2	**Accelerations for Language Arts (Tiers 2 & 3)** Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. This will also serve as an identifier for groupings afterschool tutoring. During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.	Yes	Ongoing Implementation	$0.00	$0.00
2.3	**Designated ELD** Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content	No		$100,889.00	$55,207

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	instruction. Monitoring progress of dually identified students for application of alternate reclassification criteria.				
2.4	**Reading & Writing Across the Curriculum** All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).	No	Ongoing Implementation	$1,000.00	$278
2.5	**Critical Thinking & Writing Skills Development for Social Science** All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 5-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.	Yes	Partially implemented	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description
Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 60% meeting typical growth 21% meeting stretch growth (Source: iReady Platform, EOY Diagnostic Growth Report)	2024-25 iReady Mathematics Growth Diagnostic [BOY to EOY] 53% meeting typical growth 19% meeting stretch growth (Source: iReady Platform, EOY Diagnostic Growth Report)			iReady Mathematics Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -134.8 DFS 10.74% Met/Exceeded Hispanic "Red" -134.6 DFS 10.8% Met/Exceeded SED "Red" -136.4 DFS 10.56% Met/Exceeded EL "Red" -182.8 DFS 0% Met/Exceeded SWD "Red" -182.8 DFS	2024 Dashboard Mathematics & CAASPP School "Red" -135 DFS 8.13% Met/Exceeded Hispanic "Red" -134.6 DFS 8.09% Met/Exceeded SED "Red" -139 DFS 7.87% Met/Exceeded EL "Orange" -170.6 DFS 0% Met/Exceeded	2025 Dashboard Mathematics & CAASPP School "Orange" -128.2 DFS 10.35% Met/Exceeded Hispanic "Orange" -129.2 DFS 10.03% Met/Exceeded SED "Orange" -130.5 DFS 9.42% Met/Exceeded EL "Orange" -148.3 DFS 1.89% Met/Exceeded		Dashboard Mathematics Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		10.56% Met/Exceeded	LTEL "Red" -197 DFS 0% Met/Exceeded SWD "Red" -203.3 DFS 1.37% Met/Exceeded	LTEL "Orange" -181 DFS 0% Met/Exceeded SWD "Orange" -189.8 DFS 0% Met/Exceeded		
3.3	California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.28% All Students 13.08% Hispanic 0% SWD 9.28% SED 0% EL 0% LTEL	2024 CAST and CA Dashboard 10.26% All Students -26.9 DFS 9.73% Hispanic -27.1 DFS 0% SWD -39.4 DFS 9.61% SED -27 DFS 0% EL -35.7 DFS 0% LTEL -36.9 DFS	2025 CAST and CA Dashboard 8.04% All Students "Orange" 38.5 science points 8.11% Hispanic "Orange" 38.6 science points 0% SWD 33.2 science points 6.06% SED "Orange" 37.2 science points 4.76% EL "Orange" 31.7 science points 0% LTEL 27.6 science points		CAST 30% meet/exceed

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Mathematics Co-planning for Instruction & Assessment** Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will	No	Ongoing Implementation	$19,832.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).				
3.2	**Accelerations for Mathematics (Tiers 2 & 3)** Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers instructional planning. Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support. Additionally, students will have access to after school learning opportunities.	Yes	Ongoing Implementation	$0.00	$0.00
3.3	**NGSS Science Supplemental Resource** NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are	Yes	Ongoing Implementation	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	language-dependent. Additional resources for support include videos, flashcards, and practice tests.				

Goal 4

Goal Description
Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Student Attendance Rates (Priority 5)	93% Attendance Rate 321.84 ADA through Month 8 (Source: BCCS Financial Analysis Report, May 20, 2024)	93.1% Attendance Rate P-2 ADA (Source: BCCS P-2 Report)		% Attendance Rate P-2 ADA (Source: BCCS P-2 Report)	95% Attendance Rate
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 30.3% All Students "Red" 28.8% Hispanic "Red" 30% SED "Red" 26.7% EL "Red" 31% SWD	2024 Dashboard Chronic Absenteeism Indicator 23.9% All Students "Yellow" 23.2% Hispanic "Yellow" 24.8% SED "Yellow" 26.6% EL "Red" 29.8% LTEL "Red" 31% SWD "Orange" 43.8% Homeless (No color)	2025 Dashboard Chronic Absenteeism Indicator 22.9% All Students "Orange" 22.6% Hispanic "Orange" 22.3% SED "Orange" 26.3% EL "Red" 33.3% LTEL "Red" 24.4% SWD "Red" 43.8% Homeless (No color)		Decrease Chronic absenteeism to <10%
4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator "Orange" 3.3% All Students	2024 Dashboard Suspension Rate Indicator "Orange" 5.2% All Students	2025 Dashboard Suspension Rate Indicator "Blue" 1.1% All Students		Dashboard Suspension Indicator "Green" or better; all student groups under 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		3.2% Hispanic "Yellow" 2.4% SWD "Green" 5% EL "Orange" 0.7% Hispanic "Green" 3.2% SED "Yellow"	5.1% Hispanic "Orange" 3.6% SWD "Orange" 7.4% EL "Orange" 7% LTEL "Yellow" 5.3% SED "Orange"	1.2% Hispanic "Blue" 1.1% SWD "Green" 1.2% EL "Green" 2.7% LTEL "Green" 1.2% SED "Blue" 0% Homeless		
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.3% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter)	2024 Expulsion Rate 0% All Students (Source: CDE DataQuest 2023-24 Expulsion Rate Report)			Maintain expulsion rate <1%
4.5	Middle School Dropout Rate (Priority 5)	0% Middle School Dropout Rate for 2022-23 (Source: CALPADS)	0% Middle School Dropout Rate for 2023-24 (Source: CALPADS)			Maintain dropout rate under 1%
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Relationships 3.43 Culture 3.41 Belonging 81% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.39 Relationships 3.48 Culture 3.45 Belonging 104% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Relationships Culture Belonging % Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.01 Engagement 4.29 Communication/ Feedback 4.06 Safety 37% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.19 Engagement 4.5 Communication/ Feedback 4.29 Safety 78% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Engagement Communication/ Feedback Safety % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.36 Relationships 4.17 Culture 4.29 Resources 4.28 Diversity, Equity & Inclusion 37% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.47 Relationships 4.37 Culture 4.43 Resources 78% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Relationships Culture Resources % Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.66 Positive Culture 3.86 Positive Relationships 3.98 Engagement 3.44 Safety 71% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly	3.72 Positive Culture 3.95 Positive Relationships 4 Engagement 3.8 Safety 96% Staff responded to Youth Truth Survey (Youth Truth Survey administered for 2024-25)		Positive Culture Positive Relationships Engagement Safety % Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Agree" Youth Truth Survey administered for 2023-24)				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Parent Engagement Activities & Increasing Parent Capacity for Decision-Making** The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)] • Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. • Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. • Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. Additionally, there is a Parent	Yes	Partially Implemented	$74,962.00	$10,492

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Coordinator who will host workshops around supporting their child in the home. • Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey). • Parent Coordinator serves as the bridge between home and school				
4.2	**Leadership Development for Students** In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.	No	Not Implemented	$2,000.00	$5,000
4.3	**Engagement of Parents of Underserved Groups** While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.	Yes	Ongoing Implementation	$3,500.00	$2,388

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Positive Behavior & Intensive Support (PBIS)** Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.	No	Ongoing Implementation	$1,556.00	$2,191
4.5	**MTSS for Chronic Absenteeism** Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support in the area of chronic absenteeism. Using tiered interventions (e.g., Parent conference, home visits, connections to community-based resources for support), families will be engaged on the importance of regular school attendance, and the impact of absenteeism on students academic progress and social-emotional well-being.	Yes	Ongoing Implementation	$0.00	$0.00
4.6	**School Climate & Culture Team Staffing** The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to increase student belonging and connection to school. (Title I - $114,556, Title IV, SSAE - $10,000)	Yes	Ongoing Implementation	$432,900.00	$185,355

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

Coversheet

Regional Placement Center Program: Partnership with Expatiate

Section:	III. Items Scheduled for Information
Item:	J. Regional Placement Center Program: Partnership with Expatiate
Purpose:	Discuss
Submitted by:	
Related Material:	RPP MOU - YPI.pdf Board Summary - RPP.docx (1).pdf

EXPATIATE COMMUNICATIONS

Memorandum of Understanding

Expatiate Community Foundation, A non profit corporation, intends to develop and implement a comprehensive special education class-room at a host Charter Campus as a hub to serve area charter schools in serving students with high needs.

Campus: Bert Corona Charter High School Campus and Middle School as Identified

Program Type: SDC **(Regionalized Program Placement - RPP)**

Disabilities: Various Mod/Sev

Additional Mild to Moderate students from any site will be served in the learning center model

Itinerated Staff & Related Services Included: ERICS/ERMHS, Counseling, Speech, APE as per IEP

Grade: 9-12

Class Size: 12-15

Staffing: Dually Credentialed Mild to Moderate and Moderate Severe Teacher

Adult Aides Ratio: 1:4

Total Adults in the class: As determined by Expatiate

Health Aide: As Needed

Low Incidence Services Included: DHH, AAC, AT, OT, PT

Expatiate's Responsibilities

- Staffing, Curriculum, Services, Instruction, IEPs, Litigation, Compliance, Data Reporting, CALPADS and Welligent Data Submissions, Parent Communication, FAPE Maintenance, Offer of FAPE and Dispute Resolution

Bert Corona Responsibilities

For Internal Discussions Only

- Facility Set Up and Maintenance
- Access to Gen. Ed activities
- Student Safety

Sending Schools Responsibilities

- Student Transportation
- Parent Communication
- Invite Expatiate to placement meetings when RPP is discussed

Fiscal

- Per Student Fee placed in the classroom to Expatiate: Sliding Scale, Maximum per year increase capped at 6% excluding COLA.

  1-3 Students: $61440.00

  3-5 Students: $61160.00

- ADA share: 50%
- FFS Reimbursement as part of consortium
- Additional RSP Students: Pro-rated as per above for the time spent in classroom

Other Sending schools only

Pay 2% indirectly in addition for program participation based on total costs split evenly between Expatiate and YPI Charter

Benefits to Schools

- Serve Students Locally
- Capture ADA
- Capture FFS funds
- Reduce costs of SDC class placements from District
- Reduce Overage Staffing RSP Costs and possible DIS costs
- Reduce MOE
- Easier transfer to students back to less restrictive setting
- Capped yearly cost escalation

For Internal Discussions Only

EXPATIATE COMMUNICATIONS

RPP Services Board Summary

The Goal

To establish a specialized "Center of Excellence" at Bert Corona MS and HS. This regionalized program centralizes resources to serve students with significant needs within Charter schools while ensuring they remain fully integrated, visible, and active members of our school community.

SUMMARY FOR THE BOARD

By approving this regionalized program, YPI Charters transitions from providing special ed services to offering a full spectrum of placements and supports. We are choosing to lead the charter space by proving that high-needs students can find a home, a community, and a future within our walls.

Why a Regionalized Model?

- **Expertise in One Place**: SDC program require significant expertise and supports. Expatiate provides those on their own campus. Expatiate brings years of experience in building and running such programs.
- **Strategic Fiscal Responsibility:** LAUSD placements can cost the network upwards of $80000 per student annually. Bringing this program "in-house" significantly reduces these costs.
- **Staffing Efficiency & Ratio Optimization:** California mandates a case management ratio of 28:1. In a decentralized model, if multiple campuses each go over their ratio by a few students, the network must hire several expensive part-time staff. Regionalization consolidates these "overages," allowing one staff member to cover the collective need and dispelling the requirement for redundant hires.
- **Preserving Parental Choice & Teaching Quality:** We eliminate the "local vs. capable" trade-off. Parents get a neighborhood school that offers premier lead teachers who are experts in moderate/severe instruction, ensuring quality is never sacrificed for proximity.
- **Peer Community**: Students with severe needs benefit from a cohort of peers who are working on similar life-skills and functional academic goals, reducing social isolation.

- **Improves Host Site Goodwill:** YPI serving as a host site provides significant goodwill within the Charter school community in leading and forward thinking. Charter schools can finally say that they serve students with the most severe needs within their own programs silencing a frequently cited criticism.
- **Fiscal Benefit:** YPI Improves its own button line, helps increase other schools financial condition and becomes a case study on how to serve most vulnerable students in a stable manner.
    - ❖ FFS/MH Funds: Brings these funds back to the School.
    - ❖ ADA: Brings these funds back to the School.

- **Supplementing Current SPED Program Model:** Current SPED program models face spiralling costs as more students are identified. Having a MS SDC class will eliminate many of those supplemental costs.

Thank you for your consideration.

Coversheet

Facilities: 26-27 Prop 39 Preliminary Offer for Bert Corona Charter High School

Section: III. Items Scheduled for Information
Item: K. Facilities: 26-27 Prop 39 Preliminary Offer for Bert Corona Charter High School
Purpose: FYI
Submitted by:
Related Material: Bert Corona Charter High 2026-27 Prelim Proposal 01-30-2026.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Data, Strategy and Innovation

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JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

January 30, 2026

Yvette King-Berg
Executive Director
Bert Corona Charter High
12513 Gain Street
Pacoima, CA 91331

VIA E-MAIL
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2026-27 PRELIMINARY PROPOSAL REGARDING SPACE TO WHICH BERT CORONA CHARTER HIGH IS TO BE PROVIDED ACCESS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.9, SUBDIVISION (F))

Dear Charter School Operator:

Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (f), the Los Angeles Unified School District ("District") provides this Preliminary Proposal regarding the space to which Bert Corona Charter High ("Charter School") is to be provided access.

As seen in recent years through the pandemic and wildfires, all public schools – both District and charter alike – must be able to adapt while educating students in the face of unprecedented challenges. Protecting the health and safety of all District and charter school pupils, employees, families, and communities is essential, and our efforts must be coordinated and collective, especially in such difficult times.

The District remains fully committed to meeting its Proposition 39 obligations, and this serves as its Preliminary Proposal to Charter School for the 2026-27 school year. The normal timeline for finalizing space accommodations may be impacted if (as in recent years) significant factors emerge, such as public health and safety considerations, which will require new co-located site participants to adjust expectations based on changing circumstances. In addition, it is possible that additional time will be needed to complete safety and operational plans in order to finalize agreements needed for official occupancy. Administrators, especially those on current or prospective co-located sites, are currently being asked to support the many needs of their school communities during this time. If, pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (i), Charter School notifies the District that it intends to occupy the space offered in a Final Notification of Space Offered, effective communication and collaboration will be important as we move forward together to educate all public school students.

PLEASE refer to **Section 3** below for specific references to potential conditions / restrictions on Charter School's use of the space in a Final Notification of Space Offered.

1. **The Specific Location of the Space:**

   The specific location of the space is identified in the Fundamental Provisions of the draft Single-Year Co-Location Charter School Facilities Use Agreement(s) ("Use Agreement(s)"), attached hereto.

2. **The Projection of In-District Classroom ADA on which the Proposal is Based:**

   179.5

   The District reserves the right to seek a monetary reimbursement amount from Charter School for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8. Space is considered to be over-allocated if: (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based; and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of the projected in-district classroom ADA, whichever is greater. (Cal. Code Regs., tit. 5, § 11969.8, subd. (a).) California Code of Regulations, title 5, section 11969.8, subdivision (a) also specifies the regulatory formula for determining the reimbursement amount owed by a charter school to a school district if space has been over-allocated. Caution: If Charter School is over-allocated space, the reimbursement amount owed to the District could be significant. Refer to California Code of Regulations, title 5, section 11969.8 for additional details.

   Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (l), Charter School is required to report its actual ADA to the District every time that Charter School reports ADA for apportionment purposes. The reports must include in-district and total ADA and in-district and total classroom ADA. The District accepts charter schools' ADA reports via e-mail at prop39@lausd.net. Charter School must maintain records documenting the data contained in the reports and make the records available upon the District's request.

3. **All Conditions Pertaining to the Space:**

   The District proposes the conditions set forth in the enclosed draft Use Agreement(s).

   Charter School's governing board must approve each final Use Agreement for the site prior to occupancy. The approval must be evidenced by a resolution that identifies the individual authorized to execute the Use Agreement and execution of the Use Agreement by the authorized individual prior to occupancy and commencing use. All conditions set forth in the enclosed draft Use Agreement(s) are incorporated herein by this reference.

   If Charter School is satisfied with the proposed space, the District encourages Charter School to contact the District as soon as possible. Early agreement allows the District to begin preparing the space for occupancy and Charter School to plan its space utilization. Similarly, if Charter School wishes to propose an alternative arrangement, the District encourages Charter School to present its proposal to the District as soon as possible.

Please be reminded that if, pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (i), Charter School notifies the District that it intends to occupy the space offered in a Final Notification of Space Offered, Charter School's use shall be subject to and potentially restricted by, among other things: (a) "Applicable Law," defined in Article 1.1(a) of the Use Agreement as "all present and future, foreseeable and unforeseeable, applicable laws (including, without limitation, the California Education Code, the California Public Contract Code, the California Building Standards Law and any requirements of the California Division of State Architect), ordinances, orders (including consent decrees), rules and regulations, and requirements of all federal, state, county and municipal government, courts, departments, commissions, boards and offices, and any other governmental body exercising jurisdiction over the school site or exercising functions similar to those of any of the foregoing, foreseen or unforeseen;" (b) all other terms and conditions in the Use Agreement, including, without limitation, Articles 7 ("Use of the Premises") and 22.18 ("Force Majeure"); (c) the terms and provisions of Charter School's operative charter petition, which may, among other things, require Charter School to comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action; and (d) all conditions in a Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h).

4. Projected Pro Rata Share Charge Amount and Description of Methodology:

The projected facilities use cost for the requested school year is stated in Exhibit B to the draft Use Agreement(s), attached hereto and incorporated herein by this reference. This amount represents the per square foot cost of the total exclusive and proportional shared use space as well as the proportional share of that space needed for the overall operations of the campus. Exhibit B to the draft Use Agreement(s) provides a description of the methodology of how the facilities use cost was determined.

The estimated Pro Rata Share Charge for Charter School is stated in Exhibit B to the draft Use Agreement(s) ("Pro Rata Share Charge"). This estimate is subject to change based upon the final exclusive and shared space offered to and accepted by Charter School. Upon delivery of Charter School's written response to the District's Preliminary Proposal pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (g), of Charter School's election to use less than the space identified in this Preliminary Proposal, if any, the draft Use Agreement(s) and Pro Rata Share Charge amount(s) will be adjusted accordingly. Exhibit B to the draft Use Agreement(s) includes a detailed methodology for determining the estimated Pro Rata Share Charge.

The District's Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h), will state Charter School's Pro Rata Share Charge. This amount will be subject to change based upon revisions made to Charter School's allocations of shared use spaces identified in the Final Notification of Space Offered, as memorialized in a Shared Use Agreement (Exhibit A to the Use Agreement(s)) signed by authorized Charter School and District school administrators, and delivered to the District. If the District receives (a) revised Shared Use Agreement(s) fully executed by authorized Charter School and District school administrators, and (b) Charter School's executed Use Agreement(s), the District will adjust Charter School's Pro Rata Share Charge and any resulting credits or additional charges will be

applied to Charter School's **remaining** Pro Rata Share Charge payment(s). Notwithstanding the foregoing, the effective date of an adjusted shared use schedule and adjustments to the Pro Rata Share Charge will be dependent on the date a revised Shared Use Agreement is fully executed (or, if a Proposition 39 alternative agreement is needed to effectuate a revised Shared Use Agreement, the date the alternative agreement is executed).

Charter School's payments of the Pro Rata Share Charge will be due to the District on a monthly basis in amounts equal to one-twelfth of the total Pro Rata Share Charge for the applicable year. The monthly Pro Rata Share Charge will be payable by Charter School to the District by the 1st day of each month, beginning July 1. Charter School may select from four different payment options by completing an "Election for Payment of Prop. 39 Pro Rata Share Charge" form, which Charter School will receive as part of an Operations Packet with the District's Final Notification of Space Offered.

5. **List and Description of Comparison Group Schools Used in Developing the Preliminary Proposal:**

   Please see the enclosed attachment, which lists and describes the comparison group schools used in developing this Preliminary Proposal.

6. **Description of the Differences between the Preliminary Proposal and Charter School's Facilities Request:**

   None.

   The District preliminarily proposes a co-location at the school site(s) identified in the draft Use Agreement(s) for the requested school year, including exclusive use of classrooms sufficient to accommodate Charter School's total in-district classroom ADA and an administrative office, as well as shared use of available non-exclusive space at the school site(s). All of the specialized and non-teaching station spaces are identified in Exhibits A and B to the draft Use Agreement(s).

   Science Laboratory Space

   The District proposes to provide secondary level (grades 7-12) students at Charter School, if any, with shared use of science laboratory classroom spaces in compliance with California Code of Regulations, title 5, section 11969.3, subdivision (b)(2). District science laboratory classroom spaces were counted as exclusive use teaching stations in the ratio of ADA to teaching stations used to determine Charter School's exclusive use teaching space allocation under California Code of Regulations, title 5, section 11969.3, subdivision (b)(1). Consequently, should Charter School elect to use its allocated share of the science laboratory classroom space, Charter School's exclusive use teaching station allocation will be reduced by an amount equivalent to its science laboratory classroom space allocation. The District will provide shared use of science laboratory classroom space to the extent it does not prohibit: (1) the District school from meeting the education requirements mandated by Education Code sections 51220, 51225.3(a)(1)(C), and 51228(a); and (2) does not prohibit the students attending the District school from meeting the

minimum graduation requirements of 10 credits of biological science and 10 credits of physical science and the minimum college admission requirements of 2 years of lab sciences for Universities of California and California State Universities and 3 to 4 years of lab sciences for private colleges. In order to comply with these state mandates and minimum education requirements, pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (f), the District places the following conditions on Charter School's shared use of science laboratory classroom spaces:

- Charter School may only use science laboratory classroom space based on time that accounts for a full educational period based on the District school's schedule at the proposed site(s).

- Should Charter School's shared use of the science laboratory classroom space require the District to dislocate District students who would otherwise attend class in that science laboratory classroom space for a particular educational period, and if no other teaching stations are available at the proposed site(s) to accommodate the displaced District students for that educational period, the District school will serve its own students in Charter School's exclusive use teaching station space during that educational period. In such circumstances, Charter School's exclusive use teaching space allocation will not be reduced, but Charter School may not take any measures to prevent the District school from serving its own students in such space. Such measures include, but are not limited to, setting an alarm system and/or placing locks on the door of the exclusive use teaching station.

- Due to security concerns, Charter School may only use the shared science laboratory classroom space during such days and times that the District school on the proposed site(s) is open, operational, and providing instruction to District K-12 students.

- Please be advised that, while science laboratory classroom spaces provided for shared use by Charter School will be contiguous within the meaning of California Code of Regulations, title 5, section 11969.2, subdivision (b), they might not be located in the same cluster of exclusive use teaching stations provided to Charter School at the proposed site(s).

- The District's Office of Environmental Health and Safety ("OEHS") has developed and implemented a Chemical Hygiene Plan ("CHP") to minimize employee and student exposure to hazardous chemicals in schools with science laboratories. A qualified Chemical Safety Coordinator ("CSC") is appointed at each location with a chemical laboratory to implement the CHP. In order to use the science laboratory classrooms, Charter School must comply with the CHP, including, but not limited to, designating and maintaining a trained member of its professional staff as its CSC and who will be responsible for participating in chemical safety training, participating in hazard communication training, and reviewing the Science Safety Handbook for California Public Schools. Duties of Charter School's CSC will include training Charter School's employees on chemical safety, ensuring that safe laboratory procedures are adhered to, maintaining reference materials including Material Safety Data Sheets, inspecting and maintaining safe chemical storage rooms, completing chemical inventories, providing oversight for packaging and removal of hazardous waste, and collaborating with the District school's CSC on all related issues. Charter School will be

bound by all District and OEHS health and safety requirements, including but not limited to "Reference Guide 1563.5 – Chemical Safety Coordinators" (copy available at https://media.edlio.net/4c6d677b/b6849e53/eec22f6a/ea9191d1fa63499fac293cd885c875c2?_=CSC%20-%20REF-1563.5%2010-9-18.pdf) when using science laboratory classrooms. Only chemicals approved by the State of California and OEHS may be used in District school laboratory classrooms. These chemicals are designated as "LAUSD-Approved Laboratory Chemicals."

- Charter School must confirm that its insurance policies cover Charter School's use of District science laboratory classroom space.

Space for Special Education Students

The District proposes to provide Charter School with special education space sufficient to accommodate Charter School's documented special education needs for the 2026-27 school year. The amount of special education space the District proposes to provide to Charter School is identified in Exhibit B to the draft Use Agreement(s).

Kitchen / Meal Services

In compliance with the requirement of Education Code section 47614, subdivision (b), that a charter school's in-district students are accommodated in conditions reasonably equivalent to those in which the students would be accommodated if they were attending District schools, and California Code of Regulations, title 5, section 11969.3, subdivision (b)(3), the District proposes to provide Charter School's in-district students the equivalent of kitchen access by providing all meal services (breakfast, lunch, and supper) in the same manner as they are provided to all students attending District schools.

The District is unable to allow Charter School to physically occupy the kitchen space at the proposed school site(s) because doing so would be impracticable in that it would prevent the District from complying with local, state, and federal requirements regarding the provision of food services to public school students. A public entity's compliance with a regulation is excused to the extent performance is impracticable. Civil Code section 3531 provides that "[t]he law never requires impossibilities." The term "impossibility" is defined as "not only strict impossibility but also impracticability because of extreme and unreasonable difficulty, expense, injury or loss involved." (*Bd. of Supervisors v. McMahon* (1990) 219 Cal.App.3d 286, 299-300 (citing *Oosten v. Hay Haulers Dairy Employees & Helpers Union, etc., et al.* (1955) 45 Cal.2d 784, 788).) Additionally, Charter School does not possess a valid food permit or certification from the applicable enforcement agency for use of the kitchen at the proposed school site(s), as required by the California Health and Safety Code.

The District proposes to serve as the School Food Authority ("SFA") administering the official National School Lunch and School Breakfast Programs, and all other associated programs. The District's Food Services Division will prepare and serve meals that meet the National School Lunch Program, School Breakfast Program, and After School Program required by the United

States Department of Agriculture (USDA) and by the California Department of Education (CDE) to Charter School's students.

Charter School's students are eligible to receive two meals free of charge under the California Universal Meals Program. If Charter School designates the District as its SFA, Charter School will be charged the difference between the actual costs the District incurs for each meal it provides to Charter School's students at the proposed site(s), and federal and state meal reimbursements. Alternatively, Charter School may designate itself as its own SFA but have the District's Food Services Division serve vended meals to Charter School's program, in which case Charter School will be charged the full, actual cost of each meal it provides to Charter School's students at the proposed site(s). The actual costs the District will incur for each meal to Charter School's students it provides at the proposed site(s) will be unique to the circumstances of Charter School and its proposed District location.

The table below shows the potential charge to Charter School for each meal served to its students, with the District designated as Charter School's SFA. Costs for co-located charter schools are likely to be on the low-end of the ranges provided.

Minimum to Maximum Range		
Breakfast ($)	**Lunch ($)**	**Supper ($)***
$0.50 - $2.00	$1.00 - $2.50	$0.00 - $4.00

*Supper Programs are only hosted at Area Eligible Schools (50% and over Free and Reduced Eligibility). Non-Area Eligible Schools may purchase supper at the cost in the table above.

Determination of actual meal costs takes various factors into account, including, but not limited to, whether meals are prepared on- or off-site, student enrollment and total number of meals served, and staffing needs. The actual charge may also vary depending upon several factors determined by federal and state governments regarding assistance levels for monetary and commodities subsidies, and free and reduced-price meal reimbursements. These external factors should be determined by the end of July 2026, at which time the proposed Food Services Agreement for Charter School ("Food Services Agreement") would be amended as appropriate. Please contact the District's Food Services Division to determine the actual charge per meal. This payment structure is the same as the District's process, whereby the District pays the actual costs for each meal provided to District students.

If Charter School elects to use the District's proposed meal services, Charter School will be billed monthly for the meal services costs, in addition to the estimated Pro Rata Share Charge identified above. Please see the enclosed draft Food Services Agreement applicable to Charter School's designation of the District as its SFA. All terms and conditions set forth in the draft Food Services Agreement are hereby incorporated herein by reference.

NOTE: Charter School is solely responsible for immediately taking all necessary steps to ensure timely designation of its SFA by the applicable regulatory deadline(s). Early submittal of the SFA application is strongly encouraged, as processing can take up to sixty days, sometimes longer. If Charter School would like the District to provide meal services to its students, whether as Charter

School's SFA or as a separate vendor, pursuant to the arrangement described hereinabove, please contact the District's Food Services Division.

Alternatively, Charter School may elect to not use the District's proposed meal services. Should Charter School elect to provide its own meal services, Charter School will be solely responsible for all costs associated with those services and all accommodations needed for those services within its allocated space.

NOTE: Charter School shall not provide its meal services in a manner which would violate the District's or Charter School's compliance with any federal, state, and/or local laws, regulations, and/or guidelines. Charter School's meal services must also be provided in compliance with all District policies and procedures, including, but not limited to, those set forth by the OEHS. Charter School's provision of meal services shall not violate the safe school plan of the school site(s) identified in the Fundamental Provisions of the draft Use Agreement(s).

7. **Charter School's Written Response Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (g):**

In compliance with California Code of Regulations, title 5, section 11969.9, subdivision (g), on or before March 1 of the current year, Charter School must respond to the District's Preliminary Proposal expressing any concerns, addressing differences between this Preliminary Proposal and Charter School's facilities request, and/or making counter proposals. In its Final Statement of Reasons, the California Department of Education clarified that the purpose of this requirement is to encourage discussion and negotiation between the parties **before a formal offer is prepared**. (Cal. Dept. of Ed., Final Statement of Reasons re: Implementing Regulations, p. 12.) Negotiations between Charter School and the District must occur prior to the District's issuance of a Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h). The CDE explicitly stated that a charter school's May 1 written response to a Final Notification of Space Offered must accept or reject the formal offer **in its entirety**. The intent is for formal negotiations to occur **before the final formal offer is provided, not after.** (*Id*. at p. 13.)

Consequently, Charter School should review all of the exclusive use teaching station space, specialized teaching station space, and non-teaching station space proposed in the enclosed draft Use Agreement(s), and in its March 1, 2026 response state, among other things, the following:

- Whether Charter School intends to occupy the total number of exclusive use teaching stations proposed;
- Whether Charter School intends to use the total percentage of specialized teaching station space proposed;
- Whether Charter School intends to use the total percentage of non-teaching station space proposed; and

- Whether Charter School anticipates a lower projected in-district classroom ADA than the projected in-district classroom ADA on which this proposal is based.

The District will prepare a Final Notification of Space Offered pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h) to meet Charter School's direct needs as stated in Charter School's March 1 response and in full compliance with Education Code section 47614 and its implementing regulations. In accordance with California Code of Regulations, title 5, section 11969.9, subdivision (i) and the intent expressed by the California Department of Education, Charter School will only be permitted to accept or deny the entirety of space offered in its Final Notification of Space Offered. Charter School may not partially accept some of the space offered and reject other space offered, and it will be obligated to pay the entirety of the Pro Rata Share Charge identified in the Final Notification of Space Offered should it accept the offered space.

If Charter School's facilities needs have changed since the submission of your request, please let us know at your earliest convenience so we may appropriately allocate facilities offers. Should you have any questions or comments regarding this Preliminary Proposal, please contact the District via e-mail at prop39@lausd.net. Please DO NOT contact the proposed District school site(s) directly.

Sincerely,

José Cole Gutiérrez
Senior Executive Director of Strategy

Attachments

ATTACHMENT

“A”

FUNDAMENTAL PROVISIONS

SINGLE-YEAR CO-LOCATION CHARTER SCHOOL FACILITIES USE AGREEMENT

The following fundamental provisions are incorporated into the Single-Year Co-Location Charter School Facilities Use Agreement ("Agreement"). The provisions shall have the following meanings throughout the Agreement.

(a) Property Owner:	Los Angeles Unified School District ("LAUSD" or "District"), a unified school district existing under the laws of the State of California.
(b) Occupant:	**YPI Charter Schools, Inc** operating that charter school known as **Bert Corona Charter High** ("Charter School"), a California Charter School.
(c) School Site:	The Charter School shall be located on the following District School Site in accordance with the terms of this Agreement: **Maclay Middle School** ("School Site").
(d) School Site use:	The Charter School shall use the School Site as a public school providing public education to its charter students in accordance with its Charter Petition. The Charter School shall have shared use of the School Site to the extent mutually agreed upon by the parties as set forth in the shared use exhibit attached hereto.
(e) School Year:	This Agreement provides use rights for the **2026-2027** school year.
(f) Date of Occupancy:	The Charter School's occupancy shall begin ten (10) working days prior to the first day of instruction as identified in the Charter School's facilities request for the **2026-2027** school year.
(g) Term:	The Term of this Agreement shall expire on **June 30, 2027**.
(h) Pro Rata Share Charge:	The Pro Rata Share Charge for the Charter School's use of the School Site shall be as outlined in Article 4, section 4.1. See Exhibit B for Pro Rata Share Charge for the School Year.
(i) Charter School's Address for Notices:	Bert Corona Charter High ATTN: Yvette King-Berg, Executive Director 12513 Gain Street Pacoima, CA 91331 Phone No.: (818) 726-8883 Email Address: ykingberg@ypics.org

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With a copy to:	_____ _____ ATTN: _____ Phone No.: _____ Facsimile No.: _____ Email Address: _____
(j) LAUSD's Address for Notices:	Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: Director of Real Estate & Business Development Phone No.: 213-241-6457 Facsimile No.: 213-241-6784 Email Address: mark.borison@lausd.net
With a copy to:	Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: Director, Charter Schools Division Phone No.: 213-241-0399 Facsimile No.: 213-241-2054 Email Address: marla.willmott@lausd.net

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SINGLE-YEAR CO-LOCATION
CHARTER SCHOOL FACILITIES USE AGREEMENT

BY AND BETWEEN

LOS ANGELES UNIFIED SCHOOL DISTRICT,
A UNIFIED SCHOOL DISTRICT DULY ORGANIZED AND EXISTING UNDER THE LAWS OF THE STATE OF CALIFORNIA,
AS PROPERTY OWNER,

AND

YPI CHARTER SCHOOLS, INC, OPERATING THAT CHARTER SCHOOL KNOWN AS **BERT CORONA CHARTER HIGH**, A CALIFORNIA CHARTER SCHOOL.

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January 30, 2026

SINGLE-YEAR CO-LOCATION CHARTER SCHOOL FACILITIES USE AGREEMENT

This Single-Year Co-Location Charter School Facilities Use Agreement ("Agreement") is made and entered into as of the last date of the full execution of this Agreement (the "Effective Date"), by and between the Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California ("LAUSD" or "District"), and **YPI Charter Schools, Inc**, operating that charter school known as **Bert Corona Charter High** ("Charter School"), a California Charter School (collectively referred to herein as the "Parties") with reference to the following:

RECITALS

WHEREAS, LAUSD owns certain real property and facilities held in trust for the State of California to benefit all public school children residing in the District's boundaries;

WHEREAS, Charter School is a charter school operating under the provisions of the Charter Schools Act of 1992, Education Code section 47600, *et seq*., and providing public school instruction to school children residing in the District's boundaries;

WHEREAS, pursuant to Education Code section 47614 and the State Board of Education's implementing regulations (California Code of Regulations, Title 5, Section 11969.1 – 11969.11) ("Implementing Regulations") (Education Code section 47614 and the Implementing Regulations are collectively referred to as "Prop. 39") as they may be amended by the State Board of Education from time to time, the District has certain obligations to provide reasonably equivalent school facilities to charter schools that are providing public school instruction to school children residing in the District's boundaries;

WHEREAS, Charter School has made a timely request for facilities in accordance with Prop. 39; and

WHEREAS, LAUSD and Charter School wish to set forth the terms and conditions on which Charter School shall have the right to occupy the School Site for purposes of operating a school, as well as the responsibilities of Charter School with respect to the use and operation thereof, and the rights and responsibilities of LAUSD as the owner of certain real property to be used and the improvements thereon.

NOW, THEREFORE, for good consideration had and received, and the mutual covenants and obligations contained herein, LAUSD and Charter School hereby agree as follows:

ARTICLE 1. GENERAL TERMS

1.1 Definitions. Capitalized words and phrases used and not otherwise defined elsewhere in this Agreement shall have the following meanings:

(a) "Applicable Law" means and refers to all present and future, foreseeable and unforeseeable, applicable laws (including, without limitation, the California Education Code, the

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California Public Contract Code, the California Building Standards Law and any requirements of the California Division of State Architect), ordinances, orders (including consent decrees), rules and regulations, and requirements of all federal, state, county and municipal government, courts, departments, commissions, boards and offices, and any other governmental body exercising jurisdiction over the School Site or exercising functions similar to those of any of the foregoing, foreseen or unforeseen. The Parties recognize that the laws applicable to the Charter School and the District may vary.

(b) "Environmental Laws" means and refers to all federal, state and local laws, ordinances, court orders and administrative directives, rules and regulations now or hereafter in force, as amended from time to time, in any way relating to or regulating human health or safety, or industrial hygiene or environmental conditions, or protection of the environment, or pollution or contamination of the air, soil, surface water or groundwater, and includes, without limitation, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, 42 U.S.C. §§ 9601, et seq. ("CERCLA"); the Resource Conservation and Recovery Act, 42 U.S.C. §§ 6901, et seq.; the Clean Water Act, 33 U.S.C. §§ 1251, et seq.; the Hazardous Substance Account Act, California Health & Safety Code §§ 25300, et seq.; the Hazardous Waste Control Law, California Health & Safety Code §§ 25100, et seq.; the Medical Waste Management Act, California Health & Safety Code §§ 15015, et seq.; the Porter-Cologne Water Quality Control Act, California Water Code §§ 13000, et seq.; and California Education Code §§ 17210, et seq., and California Code of Regulations, Title 5, §§ 14010, et seq.

(c) "Hazardous Materials" shall mean any substance or material that is described as a toxic or hazardous substance, explosive material, radioactive substance, waste or material, or a pollutant or contaminant or infectious waste, or words of similar import, in any of the Environmental Laws, and includes but is not limited to, asbestos, petroleum or petroleum products (including crude oil or any fraction thereof, natural gas, natural gas liquids, liquefied natural gas, or synthetic gas usable for fuel, or any mixture thereof), polychlorinated byphenyls, urea formaldehyde, radon gas, radioactive matter, medical waste, and chemicals which may cause cancer or reproductive toxicity.

(d) "Release" shall mean any spilling, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, dumping or disposing, including continuing migration, into the environment of Hazardous Material into or through soil, air, surface water or groundwater.

(e) "District Real Property" shall mean the real property upon which the School Site is located.

(f) "District Premises" shall mean the facilities and other improvements located on the District Real Property together with the District Real Property.

(g) "Charter School Premises" shall mean that portion of the District Premises that is designated to the Charter School's exclusive use as outlined in this Agreement.

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(h) "Charter School Shared Premises" shall mean that portion of the District Premises that is shared with another District school or charter school. The Charter School Shared Premises will be mutually determined by the Charter School and LAUSD in advance by selecting from a menu of possible shared space on the District Premises. The Charter School's Shared Premises shall be as described and outlined in Exhibit A attached to this.

(i) "Charter School Owned Premises" shall mean facilities and other improvements together with any real property that is owned by the Charter School.

(j) "Deferred Maintenance" shall mean facilities repair or replacement projects as described in Education Code section 17582(a) or additionally approved by the State Allocation Board; and further detailed by Office of Public School Construction Deferred Maintenance Program Handbook, as updated from time to time. Those projects include, but are not limited to, work necessary to restore or replace deteriorated or damaged building systems such as plumbing, heating, air conditioning, electrical, roofing, flooring, and wall systems. The exterior and interior painting of school buildings, asphalt paving, the inspection, sampling and analysis of building materials to determine the presence of asbestos-containing materials, the encapsulation or removal of asbestos-containing materials, the inspection, identification, sampling, and analysis of building materials to determine the presence of lead-containing materials, the control, management, and removal of lead-containing materials, or such other items as may be approved by the Board, to such condition that the school buildings may be effectively utilized for their designated purposes.

1.2 Statutory References and Exhibits. The specific statutory references in this Agreement are to the Statutes and Regulations of the State of California unless otherwise specified. All Exhibits and Attachments are deemed fully incorporated into this Agreement.

ARTICLE 2. FACILITIES, FURNISHINGS AND EQUIPMENT

2.1 Exclusive Use. LAUSD hereby grants to Charter School the exclusive use of that portion of the District Premises as fully described and outlined in Exhibit B.

2.2 Shared Use. LAUSD hereby grants to Charter School the shared use of that portion of the District Premises as fully described and outlined in Exhibit A.

2.3 Delivery of Charter School Premises. Unless the Charter School is already in possession of the Charter School Premises as mutually agreed by the District and the Charter School, the District agrees to have the Charter School Premises furnished, equipped and available for occupancy by the Charter School at least 10 working days prior to the first day of instruction in Charter School's regular school year for the traditional school calendar.

2.4 Furnishings and Equipment. LAUSD shall provide furnishings and equipment to the Charter School. These furnishings and equipment shall remain the property of LAUSD. The furnishings and equipment provided shall be equivalent to those furnishings and equipment provided in the comparison group of schools in accordance with 5 C.C.R. section 11969.2. All furnishings and equipment located at the Charter School Premises shall be the property of LAUSD unless the Charter School has developed an inventory of the furnishings and equipment that it has

purchased for use on the Charter School Premises. The Charter School's property will be properly inventoried and supported by back-up documentation, such as receipts of purchase or other acceptable form of documentation.

2.5 Telecommunications. The District Premises are wired for telephone and computer data connectivity. The responsibility to provide all communications equipment, excluding phones, computer and related hardware, software, and all required services, shall be the responsibility of the Charter School.

2.6 Title to District Premises. Charter School understands that this Agreement shall provide Charter School with the right to occupy and use the Charter School Premises and Charter School Shared Premises as outlined in this Agreement, and Charter School represents and warrants that Charter School shall not have or assert any ownership right, title or interest to the District Premises based upon its status or possession, occupancy and use of the District Premises.

ARTICLE 3. TERM

3.1 Agreement Term. The term of this Agreement ("Term") shall commence on the Effective Date and shall expire on the date set forth in (g) of the Fundamental Provisions, unless otherwise agreed between the Parties as outlined in an agreement for summer occupancy, as provided in section 3.2 below, or unless terminated as outlined in this Agreement.

3.2 Summer Occupancy. LAUSD and Charter School may agree to the Charter School's access to the District Premises for a period of time in addition to the term described in section 3.1 above, as follows:

(a) At the time of its initial annual application for facilities, submitted to LAUSD not later than the November 1 deadline, Charter School shall provide LAUSD with its request to occupy the District Premises for purposes of conducting a summer session of its educational program, and an approximation of its desired classroom needs and need for shared space.

(b) By May 1, Charter School will provide LAUSD with a projection of enrollment and an exact accounting of the classrooms and shared space needed.

(c) By June 1, LAUSD will provide Charter School with notification of its assigned classroom space and shared space. LAUSD shall make reasonable efforts to provide Charter School with the space Charter School occupied during the term specified in section 3.1 above; provided, however, that if LAUSD assigns space to Charter School that differs from the space that it occupied, it will provide Charter School with such notice at this time. Charter School and LAUSD will jointly sign the notification acknowledging agreement to the summer occupancy.

(d) If Charter School does not occupy the planned space during the term of its requested occupancy, LAUSD shall have the right to charge Charter School for over-allocated space pursuant to the formula set forth in Prop 39 for over-allocated space, pro rated monthly, provided however that the notification provisions of Title 5 CCR section 11969.8 shall not apply.

(e) Charter School understands that custodial staff is assigned to day shifts during the summer to perform deep cleaning of the campus, and that it will have to pay custodial overtime to perform the daily clean-up of summer school activities, just as the District school would have to out of its local control funding budget if it were to host summer school as well.

ARTICLE 4. CHARGES FOR FACILITIES USE

4.1 Definition of Pro Rata Share Charge. The Parties acknowledge and agree that LAUSD may not, pursuant to California law, charge Charter School rent in exchange for its use of the District Premises; provided, however, that LAUSD shall have the right to charge the Charter School an annual fee for use of the District Premises consistent with Education Code section 47614(b) (the "Pro Rata Share Charge"). In exchange for payment of the Pro Rata Share Charge by Charter School, LAUSD shall perform Deferred Maintenance upon the District Premises for the benefit of Charter School. In charging the Pro Rata Share Charge, the District shall not charge the higher oversight fee under Education Code section 47613.

4.2 Calculation of Pro Rata Share Charge. The Pro Rata Share Charge shall be calculated in accordance with Title 5 CCR section 11969.7. When determining Charter School's facilities costs, Charter School shall only be responsible for facilities payments for those types of facilities spaces used in the District's calculation of the Pro Rata Share Charge. If the Charter School shares the District Premises, the Charter School shall only be charged the Pro Rata Share Charge on the Charter School Shared Premises on a percentage of its annual usage of the shared premises. The Pro Rata Share Charge shall be determined by calculating the actual square footage of the Charter School's Premises and the percentage of its usage of Charter School Shared Premises. The Charter School will not be charged a Pro Rata Share Charge for the District Premises that it does not use, but may be charged a proportional Pro Rata Share Charge for shared space needed for the overall operation of the campus as set forth in Title 5 CCR section 11969.7(c). The methodology and the Pro Rata Share Charge for the Term of this Agreement is attached as Exhibit B.

4.3 Disputes as to Payments. If Charter School disputes all or any part of the Pro Rata Share Charge, Charter School shall pay the undisputed portion of the charge per the terms provided in section 4.4 below and shall deposit the disputed amount into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties, at the Charter School's expense. The Parties agree to first attempt to resolve such disputes pursuant to the dispute resolution provisions in section 22.1 of this Agreement. The disputed amount shall remain in escrow until the payment dispute is resolved either through the dispute resolution process or by a final judgment from a court of competent jurisdiction. Any interest accrued on the escrowed funds shall be allocated to the Parties proportionally on the same percentage allocation as the disputed payment amount.

In such instance where Charter School disputes its obligations to pay all or part of the Pro Rata Share Charge, Charter School shall provide LAUSD with a letter or notice entitled "Payment Under Protest" stating that Charter School plans to dispute such payment and proof of deposit of funds into escrow provided by the escrow company. The Payment Under Protest notice shall be provided to LAUSD by the date that payment would have been due under section 4.4 or 5.2, as

applicable. The Charter School shall provide further letter to LAUSD specifying in detail why Charter School is not required to pay all or part of such amount within thirty (30) days following the payment due date.

4.4 Assessment Schedule. The Pro Rata Share Charge will be due to LAUSD on a monthly basis in amounts equal to one-twelfth of the total Pro Rata Share Charge for the applicable year. The Pro Rata Share Charge will be payable by the Charter School to LAUSD to the Director of LAUSD's Real Estate & Business Development by the 1st day of each month. If Charter School fails to either make timely payment or deposit disputed payments into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties and provide timely notice to LAUSD, LAUSD shall provide Charter School with a notice of non-payment and Charter School shall have ten (10) business days from the date of receipt of the notice to respond. If Charter School does not either make payment or dispute payment per section 4.3 above, Charter School authorizes and LAUSD shall have the right, but not the obligation, to deduct the outstanding payment amount from the Charter School's Revenue account.

Notwithstanding anything else in this section 4.4 above, Charter School shall have the option to request LAUSD to deduct Charter School's Pro Rata Share Charge from the Charter School's Revenue account.

4.5 Oversight Fee. If District collects a Pro Rata Share Charge, the District may only charge an oversight fee in accordance with Education Code section 47613, which shall not exceed one percent (1%) of the "revenue of the charter school" (as defined in subdivision (f) of Section 47613). If District does not collect a Pro Rata Share Charge, and does not otherwise charge a fee that may be deemed rent, the District may charge an oversight fee in accordance with Education Code section 47613, which shall not exceed three percent (3%) of the "revenue of the charter school." Oversight fees or Pro Rata Share Charges shall be altered by the Parties in accordance with any change in applicable law during the Term of this Agreement. Charter School shall pay the oversight fee in accordance with the requirements for the payment of the Pro Rata Share Charge as provided in section 4.4 above.

ARTICLE 5. FEE-FOR-SERVICE CHARGES

5.1 Payment for Services. In addition to the services provided by LAUSD under this Agreement, Charter School may request and LAUSD may, from time to time, provide facilities-related services to Charter School in addition to the services provided in this Agreement, upon mutual agreement by the Parties, and shall charge Charter School for such services ("Fee-For-Service Charges"). Any recurring Fee-For-Service Charges shall be payable by Charter School on a monthly basis as set forth in section 4.4 above. One-time Fee-For-Service Charges, will be charged to Charter School on a monthly basis, and will be accompanied by an invoice that reflects the nature of the services delivered, the rate charged, and the degree of completion. A copy of any applicable LAUSD order form or job ticket shall also be enclosed with the invoice. To the extent that Charter School has requested services for which a flat monthly fee is charged, such Fee-For-Service Charges shall be prorated for any partial month. These Fee-For-Service Charges will not

be deducted by LAUSD from the Charter School's Revenue account or offset against any monies owing to the Charter School.

5. 2 Timely Payment. Charter School will pay any Fee-For-Service Charges by check or cash within twenty (20) days following the receipt of the invoice. If Charter School fails to pay the Fee-For-Service Charges, the unpaid amounts shall bear interest at the lesser of: (i) the rate publicly announced from time to time by the largest (as measured by deposits) chartered bank operating in California, as its prime rate, reference rate or other similar benchmark rate, plus two percent (2%), or (ii) the maximum rate then allowed by law ("Interest Rate") from the date such amount is due until the date paid.

5.3 Timely Charges. The Parties agree that no amounts may be charged or disputed for services that have been delivered over a period that exceeds twelve (12) months, and that Charter School will have no obligation to pay any amounts charged pursuant to an order or request for services that is more than twelve (12) months old, regardless of whether the services have been delivered and/or completed.

5.4 Disputes as to Payments. If Charter School disputes all or any part of the Fee-For-Service Charges, Charter School shall pay the undisputed portion of the charge per the terms provided in sections 5.1 and 5.2 above, and shall handle the disputed portion as set forth in section 4.3 above.

ARTICLE 6. INSURANCE

6.1 Charter School's Insurance. Charter School, at Charter School's sole cost and expense, shall both obtain and keep in full force and effect, beginning on the Effective Date and continuing until this Agreement terminates, the following insurance policies for the District Premises, or, in lieu of maintaining coverage through an insurance company, use a self-insurance mechanism that meets the following criteria:

(a) Liability Insurance. Commercial general liability insurance with respect to the District Premises and Charter School Owned Premises, if any, and the operations of or on behalf of Charter School in, on or about the District Premises, including but not limited to: bodily injury, sexual molestation coverage, automobile liability coverage (if Charter School owns vehicles), product liability (if applicable), blanket contractual, broad form property damage liability coverage and host liquor liability in an amount not less than Five Million Dollars ($5,000,000) in the aggregate, and excess liability coverage on a basis consistent with coverage for schools or a type similar to the Charter School as required by LAUSD as a school district. Coverage shall be maintained with no Self-Insurance Retention above $15,000 without the prior written approval of LAUSD. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary, provided however, that District's insurance shall be primary for claims caused by the actions of third parties, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard or malfeasance of the Charter School.

(b) Property Insurance. Property insurance against fire, vandalism, malicious mischief and such other additional perils as now are or hereafter may be included in a standard "All Risks" coverage, including sprinkler leakage, insuring all of Charter School's trade fixtures, furnishings, equipment, stock, loss of income or extra expense, and other items of personal property ("Charter's Property") in an amount not less than one hundred percent (100%) of replacement value. Such insurance shall contain: (i) coinsurance or contribution clauses, (ii) a replacement cost endorsement, and (iii) a waiver of subrogation in favor of LAUSD. To the extent available, with regard to such property insurance, LAUSD agrees that Charter School shall have the right to participate in insurance policies obtained by LAUSD where such policies are less expensive or otherwise more advantageous to Charter School than coverage otherwise available in the marketplace. Any such participation shall be in a separate written agreement. The Parties further acknowledge and agree that Charter School has no obligation hereunder to purchase earthquake coverage.

(c) Workers' Compensation, Employer Liability. Workers' compensation insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act, and employer's liability insurance in an amount not less than One Million Dollars ($1,000,000).

(d) Fidelity Bond. Fidelity bond coverage for all of Charter School's employees and who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be One Million Dollars ($1,000,000) per occurrence, with no self-insurance retention.

6.2 Insurance Policy Criteria. All policies of insurance required to be carried by Charter School shall be written by responsible insurance companies authorized to do business in the State of California, rated no less than the standard LAUSD requires for non-charter public schools [A.M. Best A-, VII or better]. Any such insurance required of Charter School hereunder may be furnished by Charter School under any blanket policy carried by it or under a separate policy therefor. A true and exact copy of each paid-up policy evidencing such insurance or a certificate of the insurer, certifying that such policy has been issued, providing the coverage required and containing the provisions specified herein, shall be delivered to LAUSD prior to the date Charter School is given the right to possession of the District Premises, and upon renewals, not less than thirty (30) days prior to the expiration of such coverage. In addition, LAUSD and the Board of Education of the City of Los Angeles shall be named as an additional insured on the liability policies and a loss payee on the property coverages for the District Premises. LAUSD may, at any time and from time to time, upon reasonable notice to Charter School and at no cost to Charter School, inspect and/or copy any and all insurance policies required hereunder, and in no event shall the then-limits of any policy be considered as limiting the liability of Charter School under this Agreement.

6.3 Failure to Obtain Insurance. If Charter School fails to procure, maintain and/or pay for at the times and for the durations specified in this Agreement, the insurance required hereunder, or fails to carry insurance required by any Applicable Law, LAUSD may (but without obligation to do so), and with concurrent notice to Charter School, perform such obligations on behalf of

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Charter School, and the cost thereof, together with interest thereon at the Interest Rate from the date of demand until paid, shall become due and payable as additional payment by Charter School to LAUSD.

6.4 Reimbursement. Charter School shall reimburse LAUSD for cost of the premiums paid by LAUSD for the insurance carried by LAUSD pursuant to the terms of section 6.3 herein, in accordance with section 5.2. Such amounts will be payable by check, and may not be deducted by LAUSD from Charter School's Revenue account.

6.5 District Insurance. During the Term of this Agreement, the District shall maintain insurance or shall self-insure against claims for injuries to persons or damages to property (real and personal, including the structures on the District Premises and any District-owned personal property) in amounts equal to that which would be in place if the District Premises were occupied by another school of the District. For services provided by the District to the Charter School, the District shall maintain responsibility for these services and such services shall be covered by the District's self-insurance or any insurance that the District may maintain.

ARTICLE 7. USE OF PREMISES

7.1 Use. Charter School shall use the District Premises for the operation of a school serving school students consistent with the terms of the Charter School's charter, and incidental related uses, such as educational and extracurricular uses, with such use being subject to the terms of this Agreement and all Applicable Law.

7.2 Civic Center Use. Although Charter School shall have the exclusive use of the Charter School Premises, LAUSD, with the prior consent of Charter School, may agree to make the Charter School Premises available to members of the community in accordance with the provisions of the Civic Center Act (Education Code section 38131 et seq.). If Charter School authorizes access to Charter School Premises pursuant to Civic Center Act, Charter School assumes the risk of loss or damage to property as a result of that access.

LAUSD shall have the right to provide use of Charter School Shared Premises to members of the community in accordance with the provisions of the Civic Center Act (Education Code section 38131 et seq.); provided, however, that Charter School shall have first right of use of Charter School Shared Premises if Charter School has timely scheduled use of the Charter School Shared Premises with the local LAUSD school principal by September 15 for the period of November through February, January 15 for the period of March through June, and May 15 for the period of July through October or prior to LAUSD granting use and/or access to a third party.

7.3 Compliance with Laws. The District is not aware of any defect in or condition of the District Premises that would prevent their use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the District Premises that calls into question the appropriateness or sufficiency of the District Premises for their intended purpose. The District discloses that the District Premises may not be in compliance with statutes, ordinances, regulations, orders or holdings that were subsequently enacted or issued after the construction of

the District Premises and the District offered the Charter School Premises and Charter School Shared Premises based upon the information Charter School disclosed in its Prop. 39 facilities request or otherwise disclosed to the District.

Charter School agrees to use and occupy the District Premises in accordance with all Applicable Law. LAUSD acknowledges that Charter School shall not be responsible for repairs, replacements, alterations, renovations or other modifications or improvements that may result from the District Premises' failure to comply with Applicable Law unless legal non-compliance or the requirement to comply with current Applicable Law is the result of an act or omission of Charter School. LAUSD agrees that Charter School shall not be liable for any harm, injury, or other liability resulting from the District Premises' failure to comply with Applicable Law. Notwithstanding anything herein to the contrary, Charter School shall only be responsible for the District Premises' compliance with Environmental Laws, the Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA) access rights to the extent Charter School makes any modifications or improvements to the District Premises. Charter School shall not be responsible for any and all environmental conditions which existed on, below, above or around the District Premises prior to the Charter School's occupancy of the District Premises or caused by LAUSD or its contractors, agents, employees, invitees, or representatives, or any third parties.

7.4 Compliance with Charter Petition. Charter School shall, at its sole cost and expense, promptly and at all times comply with the terms and provisions of the Charter School's charter, as it may be amended or renewed by LAUSD or its chartering agency. Notwithstanding the forgoing, if this Agreement conflicts with any provision in the Charter School's charter this Agreement shall supersede the charter.

7.5 Continuous Use. Charter School shall uninterruptedly operate a school at the District Premises during the Term of this Agreement.

7.6 Finger Printing. Each party shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in the Education Code.

7.7 Shared Use. If the District Premises are shared with another District school or program or one or more other charter schools, the use of the Charter School Shared Premises shall occur in accordance with the Shared Use Agreement, attached hereto as Exhibit A. The Shared Use Agreement shall be negotiated in good faith and terms shall be mutually entered into between the Charter School and the LAUSD host school principal.

ARTICLE 8. ALTERATIONS AND SIGNAGE

8.1 Alterations. During the Term of this Agreement, Charter School shall have no right to make alterations, additions, or improvements to the District Premises, which shall include modular classrooms ("Alterations"), unless previously approved by LAUSD and in accordance with conditions set forth by LAUSD in the approval letter delivered by LAUSD or otherwise mutually agreed in writing. Charter School may submit a request to make Alterations to the

District Premises and LAUSD agrees to act upon a timely and complete request by Charter School within thirty (30) days. If LAUSD fails to provide a response to Charter School within thirty (30) days regarding any such timely and complete request, the request shall be deemed approved. Any alterations, additions, or improvements must not cause the District Premises to be incompatible with the operation of a school within the public system of the City of Los Angeles, and must be made in compliance with all Applicable Law and LAUSD policies. Unless otherwise agreed in writing, the Charter School maintains its ownership rights in any Alterations and may be allowed to remove the same at termination of this Agreement and restore the property to the condition reasonably equivalent to that existing prior to Alteration at Charter School's expense.

8.2 Signage. Charter School may install signage at the District Premises, including one sign at the Charter School's main entrance stating the charter school name and other pertinent information, a sign indicating the main office of the Charter School, and other directional signs as appropriate. The signage shall not require any Alterations to the District Premises in order to erect such signage. Such signage shall be in compliance with any District standards previously made available to Charter School and Charter School's receipt of any applicable permits and approvals required under any municipal or other governmental laws, ordinances, rules or regulations; provided, that in the event of any conflict between the District's standards and any applicable municipal or governmental permit and/or approval, the terms and conditions of the municipal or governmental permit and/or approval shall prevail. The Charter School may place additional signs on the property with prior LAUSD approval.

ARTICLE 9. SURRENDER; END OF THE TERM

9.1 Surrender of District Premises. On the last day of the Term hereof, Charter School shall surrender to LAUSD the District Premises, vacant and in the same condition as when received or made, ordinary wear and tear excepted, free and clear of any liens or encumbrances. All Alterations made by or for Charter School, whether temporary or permanent in character, made either by LAUSD or Charter School, shall, unless otherwise agreed to by the District, be removed and the District Premises shall be surrendered to LAUSD upon expiration of the Term or termination of this Agreement and the property shall be restored to the condition existing prior to Alteration at the expense of Charter School. If any Alterations are made, at least thirty (30) days prior to the last day of the Term hereof, Charter School shall provide the District with its plan of removal and restoration, and the District may require modifications to said plan to ensure that the premises are restored to substantially the same condition they were in prior to Charter School occupancy. By the last day of the Term, Charter School shall remove completely all of Charter School's personal property, including moveable furniture, trade fixtures, and equipment not attached to the District Premises, and repair all damage caused by such removal. Any of Charter School's personal property not so removed shall, with the exception of any modular classrooms purchased by Charter School, after written notification to the Charter School, at the option of LAUSD, automatically become the property of LAUSD upon the expiration or termination of this Agreement or 15 business days following written notification to the Charter School. Thereafter, LAUSD may retain or dispose of in any manner the personal property not so removed, without any notice or liability whatsoever to Charter School.

9.2 Compliance with Applicable Law. All removal of property is subject to Applicable Law, including any local permits and/or approval by the Division of State Architect of the State Department of General Services.

ARTICLE 10. HOLDING OVER

10.1 Holding Over. Charter School shall surrender possession of the District Premises immediately upon the expiration of the Term or earlier termination of this Agreement. Absent a written agreement to the contrary, Charter School will not be permitted to hold over possession of the District Premises after such expiration or earlier termination of the Term without the express written consent of LAUSD, which consent LAUSD may withhold in its sole and absolute discretion. Any holdover by Charter School shall constitute a breach of this Agreement by Charter School entitling LAUSD to pursue any and all remedies available at law and in equity, including without limitation consequential damages resulting therefrom.

During any hold over period, Charter School shall: (i) not occupy and use the District Premises during the hold over period except to remove its personal property and Alterations as it has coordinated with LAUSD; and (ii) authorize LAUSD to deduct $100 per day (or any portion thereof) from Charter School's monthly revenue account commencing on the sixth day of the hold over and said per day rate shall increase by 100% for each 15 day period thereafter; provided, however, that these hold over provisions shall not apply to those situations where Charter School previously made a timely and legally sufficient request under Prop. 39 for the school year to commence after the last day of the Term of this Agreement, LAUSD made a facilities offer and Charter School accepted, and there is a delay in the delivery of the facilities.

ARTICLE 11. LAUSD'S ACCESS AND OBLIGATIONS

11.1 Entry. LAUSD and its authorized representatives shall have the right, after forty-eight (48) hours prior written notice to Charter School, to enter the District Premises during normal business hours for the purpose of inspection and audit ("Inspection"); or to perform Deferred Maintenance in or on the District Premises pursuant to a request from Charter School or in accordance with the five-year plan for Deferred Maintenance to be updated annually by LAUSD's Maintenance and Operations Branch in consultation with Charter School as set forth below. Nothing in this section shall prevent LAUSD from entering the District Premises to address an emergency upon the District Premises nor shall this provision restrict the LAUSD Charter Schools Division's authority to enter the District Premises without advanced notice to perform its general oversight responsibilities under the terms of Charter School's charter and Applicable Law. An "emergency" shall be defined to include circumstances that risk the health and safety of students, personnel or other persons on the District Premises, or circumstances that risk further imminent damage or destruction to the District Premises, or otherwise jeopardizes the operation of the District Premises including, but not limited to, the safety and sanitary condition of the District Premises.

11.2 Right to Perform. If Charter School fails to perform any covenant or condition to be performed by Charter School, LAUSD and its authorized representative shall have the right to enter the District Premises during normal business hours for the purpose of performing such

covenant or condition at LAUSD's option after ten (10) days written notice to and failure to perform by Charter School or to provide notice to LAUSD pursuant to section 16.1(b) of this Agreement. Charter School shall reimburse LAUSD, in accordance with section 5.2 above, for all reasonable costs incurred in so performing. Any performance by LAUSD of Charter School's obligations shall not waive or cure such default. LAUSD may perform Charter School's defaulted obligations at Charter School's sole cost and expense.

11.3 Other. LAUSD shall have the right after forty-eight (48) hours prior written notice to Charter School to enter the District Premises at all reasonable times during usual business hours for the purpose of exhibiting the same to prospective purchasers or mortgagees or charter schools thereof.

11.4 Obligation to Inspect. On an annual basis, LAUSD's Maintenance and Operations Division will inspect the District Premises and deliver a copy of their inspection to the Charter School prior to commencement of its occupancy. It is understood and agreed by the Parties that LAUSD will bear the sole cost and responsibility for such inspection.

11.5 Deferred Maintenance Plan and Services. The Parties acknowledge and agree that LAUSD has certain obligations to deliver Deferred Maintenance to the District Premises in exchange for Charter School's Pro Rata Share Charge payments. In furtherance of its obligations, LAUSD shall maintain or cause to be maintained a "Deferred Maintenance Plan" for the District Premises. The Deferred Maintenance Plan shall include a schedule and description of Deferred Maintenance services to be delivered by LAUSD to Charter School to cover the Term of this Agreement; provided, however, that the Parties acknowledge that there may not be any scheduled Deferred Maintenance services conducted during the Term of this Agreement pursuant to LAUSD's five-year plan. LAUSD shall deliver the Deferred Maintenance Plan to Charter School before July 31 of the year of Charter School's occupancy. In addition to the services set forth in the Deferred Maintenance Plan, Charter School may request additional Deferred Maintenance services or accelerated service by telephoning LAUSD's Maintenance Operations Division. LAUSD shall, whenever feasible and without jeopardizing priority maintenance services to other schools, perform such additional or accelerated Deferred Maintenance services for Charter School. LAUSD acknowledges and agrees that it will carry out its responsibilities pursuant to this section 11.5 in a good and workmanlike manner by properly qualified and licensed personnel and in accordance with all Applicable Law and LAUSD policies. LAUSD further acknowledges and agrees that all work it is obligated to perform pursuant to this section 11.5 will be timely commenced and diligently prosecuted through completion.

11.6 Maintenance and Operations. Maintenance and Operations ("M&O") are broadly and generally defined as maintaining, repairing, and operating buildings (including the classrooms therein) and grounds efficiently on a regular basis, in a manner that promotes learning in a safe, clean, and healthy environment.

LAUSD shall solely be responsible for performing M&O services on the Charter School Premises and the Charter School Shared Premises to maintain a good, safe and sanitary condition. Charter School shall not be responsible to perform any M&O services. LAUSD shall provide M&O services to the Charter School pursuant to LAUSD's M&O standards and policies

and shall provide these services at a service level similar to that provided to LAUSD public schools. Costs of M&O services are included in the Pro Rata Share Charge (Facilities Costs) which are paid by the Charter School and determined by calculating the actual square footage of the Charter School's Premises and the percentage of Charter School's usage of the Charter School Shared Premises. The Pro Rata Share Charge (Facilities Costs) rate and calculation methodology are attached hereto as Exhibit B. If the Charter School requests any additional facilities-related services that are above and beyond the service level provided to LAUSD public schools and which are not included in the Pro Rata Share Charge (Facilities Costs) but have been agreed to be provided by LAUSD, costs of said services will be charged to the Charter School on a fee-for-service basis as set forth in Article 5 above. Fee-For-Service Charges shall be based upon rates that will be updated by LAUSD and circulated to the Charter School prior to July 31 and which shall be in effect through at least July 31 of the next year.

If and when the Charter School needs additional M&O services and these have been agreed to be provided by LAUSD, Charter School may request said services from LAUSD's Maintenance and Operations Branch by contacting the Complex Project Manager (CPM) for the School Site. The current CPM directory can be found at: https://media.edlio.net/4accee75/fdd0cea4/87c58bd7/db9ad538bcf0400fa8a363ea1d3ac0ac?_=CPM%20Directory.csv, and an estimate for the requested services will be delivered to Charter School within five (5) working days of the request. Charter School shall report service calls to the School Site plant manager. Only in case of an M&O-related emergency, Charter School may call the Service Line Hotline at (213) 745-1600 (M-F 6:30am – 5:00pm); for all M&O-related emergencies outside of these hours, Charter School shall contact the LAUSD School Police Department at (213) 625-6631. To the extent a service is being delivered on a long-standing or continuous basis, it is understood and agreed by the Parties that such request for services must be renewed at the outset of each school year to be a validly enforceable obligation.

11.7 Pest Management. Notwithstanding anything provided in this Agreement, LAUSD shall provide the pest management for the District Premises in accordance with LAUSD's Integrated Pest Management Program policy upon written notice to Charter School of its intention to do so. The schedule upon which the pest management service will be provided, as well as the estimated cost of such pest management service. Charter School shall pay the reasonable and customary fee or charge for said pest management service in accordance with Article 5 above.

ARTICLE 12. LIENS

12.1 Liens. Charter School shall not suffer or permit any liens to stand against the District Premises, or any part thereof, by reason of any work, labor, services or materials done, supplied, or claimed to have been done or supplied. If, as a result of work performed by or under the direction of the Charter School, any such lien shall at any time be filed against the District Premises, the Charter School shall provide written notice thereof to the District as soon as notice of such lien or action comes to the knowledge of the Charter School. The Charter School shall cause the lien or action to be discharged of record within thirty (30) days after the date of the filing of same, either by payment, deposit or bond, unless a bond therefore is already in effect. Nothing in this Agreement shall be construed as consent or agreement by LAUSD to subject its estate in the District Premises or any estate that may be construed in favor of Charter School under this

Agreement to liability under any mechanics' lien law or to any contractor or laborer for work performed.

12.2 Release of Liens . If any such liens are not so discharged within thirty (30) days after the date of the filing of the same, the District, without waiving its rights and remedies based on such breach by the Charter School whose dealings gave rise to the lien and without releasing the Charter School from any of its obligations, may cause such liens to be released by any reasonable means, including payment in satisfaction of the claim giving rise to such lien. The Charter School shall pay to the District any sum paid by the District to remove such liens in accordance with section 5.2 above.

ARTICLE 13. ALLOCATION OF RISK

13.1 Indemnity. LAUSD and Charter School hereby agree and acknowledge that the relationship between LAUSD and Charter School is solely a landlord/Charter School type relationship and not a principal/agent relationship. Charter School and LAUSD are acting on their own behalf in operating from the District Premises any school thereon (or any other purpose(s) thereupon) and neither is operating as an agent of the other.

To the fullest extent permitted by law, Charter School and LAUSD shall indemnify, defend and protect each other and their affiliates, successors and assigns, and their officers, directors, shareholders, board members, other members, partners, agents and employees (sometimes referred to as the "Indemnified Party" or sometimes collectively referred to as the "Indemnified Parties") and hold the Indemnified Parties harmless from any and all losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys' fees) incurred in connection with or arising from any cause (i) in Charter School's or LAUSD's use or occupancy of the District Premises, or (ii) in connection with Charter School's or LAUSD's operations at the District Premises, including without limiting the generality of the foregoing:

(a) any default by Charter School or LAUSD in the observance or performance of any of the terms, covenants or conditions of this Agreement;

(b) the use or occupancy of the District Premises by Charter School or LAUSD or any person claiming by, through or under Charter School or LAUSD, or their employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invitees, or any such person in, on or about the District Premises either prior to, during, or after the expiration of the Term of this Agreement (singularly, "Liability"; collectively, "Liabilities"); and

(c) any claim by a third party that Charter School or LAUSD is responsible for any actions by the other party in connection with any use or occupancy of the District Premises or in any way related to this Agreement.

Notwithstanding anything to the contrary set forth in this section, the provisions of this section 13.1 shall not apply to the extent that all or part of the Liabilities are due to the gross negligence or willful misconduct of the Indemnified Parties or due to the breach of the Indemnified Party's obligations under this Agreement. The provisions of this section 13.1 shall survive the expiration or sooner termination of this Agreement.

Charter School or LAUSD shall, upon request by Indemnified Parties, undertake the defense of any Liabilities threatened or asserted against such Indemnified Parties on the following terms and conditions:

(a) The party requesting the benefits of this section 13.1 shall deliver to the other party a written request for defense of a Liability. The receiving party shall have thirty (30) days after the date of the receipt of the request to determine whether the request for defense is appropriate and deliver either a written notice of assumption of defense or rejection of request ("Notice"). If the receiving party denies the request, the requesting party may defend such Liability and pursue any rights or remedies available at law for the rejection of the request.

(b) If the request for defense has been accepted, such defense shall be conducted by reputable attorneys retained by Charter School or LAUSD, as applicable, selected from a list approved by Charter School or LAUSD, as applicable, all at Charter School's or LAUSD's sole cost and expense. In the event the interests of Charter School or LAUSD and any such Indemnified Parties in the action conflict in such manner and to such an extent as to require, consistent with applicable standards of professional responsibility, the retention of separate counsel for any of the Indemnified Parties involved in the action, Charter School or LAUSD, as applicable, shall pay all fees and costs charged or incurred by separate counsel chosen by such Indemnified Parties.

(c) If Charter School or LAUSD fails to deliver the Notice or fails to choose counsel from the other party's approved list, Charter School or LAUSD shall conclusively be bound by and be liable for all liability suffered or incurred by such Indemnified Party, including without limitation, the amount of any judgment, settlement, compromise, fine or penalty, and all costs and fees of counsel incurred by such Indemnified Party in connection therewith, whether or not such Indemnified Party shall choose to undertake a defense in connection with such Liability.

(d) Charter School and LAUSD agree to promptly notify each other of the commencement of any litigation or proceedings pending, threatened or commenced (whether or not served) against Charter School or LAUSD, or any of their directors, officers, agents or employees, in connection with the matters covered hereby.

ARTICLE 14. DAMAGE AND DESTRUCTION

14.1 Notice to LAUSD. Charter School shall provide written notice to LAUSD immediately of any casualty that wholly or partially damages or destroys the Charter School Premises or Charter School Shared Premises.

14.2 If there is damage or destruction, in whole or in part, to the Charter School Premises or Charter School Shared Premises:

(a) Unsafe Access or Use. If Charter School and LAUSD determine that all or substantially all of the Charter School Premises and/or Charter School Shared Premises are inaccessible or unusable by Charter School in a safe manner, then the Parties may mutually agree to terminate this Agreement.

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(b) Safe Access or Use. If Charter School and LAUSD determine that Charter School can safely continue its educational program from the Charter School Premises, Charter School may elect to continue the Agreement in effect; provided, that Charter School's Pro Rata Share Charge shall be adjusted proportionately for that portion of the Charter School Premises and/or Charter School Shared Premises that Charter School cannot and relinquishes use of.

(c) Upon mutual agreement between the Parties, Charter School may elect to pay LAUSD for the full estimated cost and expense to repair such damage or destruction, or pay in accordance with a structured payment schedule agreed to by LAUSD. If Charter School exercises such option, this Agreement shall continue in full force and effect but the Pro Rata Share Charge and all other charges, expenses and fees shall be proportionately reduced as provided in section 14.2(b).

(d) If this Agreement is terminated pursuant to this section 14.2, LAUSD shall make best efforts to house Charter School's entire program that was conducted at the Charter School Premises in a single facility for the remainder of the Charter School's planned school year. If LAUSD cannot provide Charter School with a single facility, LAUSD shall make best efforts to provide Charter School with classrooms sufficient to house the Charter School's entire program that was conducted at the Charter School Premises across multiple facilities or by temporary use of DSA-compliant modular classrooms, as permitted by law, either on the District Premises or at other District real property that LAUSD deems appropriate; provided, that pursuant to section 47614(b)(1) of the Education Code, nothing herein shall obligate LAUSD to expend unrestricted general fund revenues.

ARTICLE 15. EMINENT DOMAIN

15.1 Termination of Agreement. This Agreement shall terminate if all of the Charter School Premises or Charter School Shared Premises are permanently taken under the power of eminent domain. If only a part of the Charter School Premises or Charter School Shared Premises is permanently taken under the power of eminent domain, LAUSD or Charter School may elect to terminate this Agreement by providing sixty (60) days' written notice to the other party. In the event of a permanent partial taking which does not result in termination of this Agreement, the Pro Rata Share Charge shall be proportionately reduced based on the portion of the Charter School Premises or Charter School Shared Premises rendered unusable, and LAUSD shall restore the Charter School Premises or Charter School Shared Premises by constructing a demising wall deemed necessary by LAUSD to separate the Charter School Premises or Charter School Shared Premises from the portion permanently taken. In the event LAUSD terminates this Agreement pursuant to this section, LAUSD shall make best efforts to house Charter School's entire program in a contiguous facility for the remainder of the Charter School's planned school year. If LAUSD cannot house the Charter School's entire program in a single contiguous facility, LAUSD shall make best efforts to provide Charter School with classrooms sufficient to house the Charter School's entire program across multiple facilities or by use of temporary modular classrooms.

15.2 Allocation of Condemnation Award. In the event of a permanent condemnation or taking of all or part of the District Premises, LAUSD shall be entitled to any and all awards which may be made in such taking or condemnation relating to all interests, including the fee title, to the District Premises. Nothing contained in this Article 15 shall be deemed to give LAUSD any

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interest in or to require Charter School to assign to LAUSD any separate award as designated by the condemning authority made to Charter School for (i) the taking of Charter School's personal property, (ii) interruption of or damage to Charter School's business, or (iii) amounts attributable to Charter School's relocation expenses.

15.3 Temporary Taking. No temporary taking of the Charter School Premises or Charter School Shared Premises or any part of the Charter School Premises or Charter School Shared Premises and/or of Charter School's rights to the Charter School Premises or Charter School Shared Premises or under this Agreement shall terminate this Agreement or give Charter School any right to any abatement of any payments owed to LAUSD pursuant to this Agreement, provided that such temporary taking does not continue for more than five (5) consecutive days or a total of five (5) non-consecutive days in any thirty (30) day period. Any award made by reason of such temporary taking shall belong entirely to LAUSD, except as to compensation for (i) the temporary taking of Charter School's personal property, (ii) interruption of or damage to Charter School's business, or (iii) amounts attributable to Charter School's temporary relocation expenses.

ARTICLE 16. CHARTER SCHOOL'S DEFAULT; LAUSD'S REMEDIES

16.1 Charter School's Default. The occurrence of any one of the following events shall be considered a default of this Agreement by Charter School:

(a) The failure of Charter School to pay any charges or fees due and payable hereunder pursuant to the provisions of sections 4.4 or 5.2, as applicable, or otherwise provided herein; provided, however, that any such notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161, and such ten (10) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

(b) The failure of Charter School to observe or perform any of its covenants or obligations hereunder, which failure continues past the notice and cure period provided herein. LAUSD shall provide Charter School with written notice of default and Charter School shall have ten (10) business days to provide a response to LAUSD either evidencing compliance with the terms of this Agreement or a plan to cure the default and a reasonable timeline acceptable by LAUSD within which Charter School will diligently prosecute the same to completion. In no event shall such default continue for more than ninety (90) days after written notice thereof by LAUSD to Charter School without prior written agreement by LAUSD. Any such notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161; and such cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

(c) Charter School's abandonment of the Charter School Premises for a period of thirty (30) consecutive days, it being agreed that the fact that any of Charter School's property remains in the Charter School Premises shall not be evidence that Charter School has not vacated or abandoned the Charter School Premises; provided, however, any normal school holidays including summer and inter-term breaks shall not constitute abandonment of the Charter School Premises.

(d) The making by Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against Charter School of a petition to have Charter School adjudged bankrupt or a petition for reorganization or arrangement under any law relation to bankruptcy (unless the same is dismissed within sixty (60) days); the appointment of a trustee or received to take possession of substantially all of the Charter School's assets located at the Charter School Premises, or of Charter School's interest in this Agreement, where possession is not restored to Charter School within thirty (30) days; or the attachment, execution or other judicial seizure of substantially all of Charter School's assets located at the Charter School Premises or of Charter School's interest in this Agreement, where such seizure is not discharged within thirty (30) days.

(e) Any failure by Charter School to execute and deliver any statement or document described in Article 20 below within a reasonable period of time after LAUSD's written request for such statement or document. Any such notice shall be in lieu of and not in addition to any notice required under Code of Civil Procedure section 1161, and such thirty (30) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161.

(f) The assignment, subletting or other transfer of this Agreement in violation of Article 18.

(g) The cessation of Charter School's program after a revocation, nonrenewal or surrender of the charter to the granting agency. However, Charter School shall not be in default of this Agreement until after Charter School has exhausted all appeals subsequent to the revocation or nonrenewal of its charter.

16.2 LAUSD's Remedies.

(a) In the event of any default by Charter School and if Charter School fails to cure such default within the time period specified in this Agreement after receipt of written notice from LAUSD of such default, LAUSD shall have the right, in addition to all other rights available to LAUSD under this Agreement or now or later permitted by law or equity, to terminate this Agreement by providing Charter School with a ninety (90) day prior written notice of termination. Upon termination, LAUSD may recover any damages proximately caused by Charter School's failure to perform under this Agreement, or which are likely in the ordinary course of business to be incurred, including any amount expended or to be expended by LAUSD in an effort to mitigate damages, as well as any other damages which LAUSD is entitled to recover under any statute now or later in effect.

(b) In accordance with Civil Code section 1951.4 (or any successor statute), Charter School acknowledges that in the event Charter School has breached this Agreement and abandoned the District Premises, this Agreement shall continue in effect for so long as LAUSD does not terminate Charter School's right to possession, and LAUSD may enforce all its rights and remedies under this Agreement, including the right to recover the Pro Rata Share Charge as it becomes due under this Agreement and the reasonable costs incurred to preserve the property. Acts of

maintenance or preservation of the Charter School Premises or Charter School Shared Premises or the appointment of a receiver upon initiative of LAUSD to protect LAUSD's interest under this Agreement shall not constitute a termination of Charter School's right to possession. In addition to its other rights under this Agreement, LAUSD has the remedy described in Civil Code section 1951.4.

(c) In the event of any default by Charter School and if Charter School fails to cure such default within the time period specified in this Agreement after receipt of written notice from LAUSD of such default, LAUSD shall also have the right, with or without terminating this Agreement, to enter the Charter School Premises or Charter School Shared Premises and remove all persons and personal property from the District Premises, such property being removed and stored in a public warehouse or elsewhere at Charter School's sole cost and expense. No removal by LAUSD of any persons or property in the District Premises shall constitute an election to terminate this Agreement. Such an election to terminate may only be made by LAUSD in writing, or decreed by a court of competent jurisdiction. LAUSD's right of entry shall include the right to remodel the Charter School Premises or Charter School Shared Premises and re-let the Charter School Premises or Charter School Shared Premises. Any payments made by Charter School or third party to whom the facilities are re-let shall be credited to the amounts owed by Charter School under this Agreement. No entry by LAUSD shall prevent LAUSD from later terminating this Agreement by written notice.

(d) If Charter School fails to perform any covenant or condition to be performed by Charter School within the time period specified in this Agreement after Charter School received written notice of such failure from LAUSD, LAUSD may perform such covenant or condition at its option, after notice to Charter School. In the event of an emergency, LAUSD has the right to perform such activity to mitigate the impact of the emergency. All reasonable costs incurred by LAUSD in so performing shall be reimbursed to LAUSD by Charter School in accordance with section 5.2 hereof. Any performance by LAUSD of Charter School's obligations shall not waive or cure such default. All out-of-pocket, reasonable costs and expenses actually incurred by LAUSD in collecting payments due, or enforcing the obligations of Charter School under this Agreement shall be paid by Charter School to LAUSD in accordance with section 5.2 hereof.

(e) The rights and remedies of LAUSD set forth herein are not exclusive, and LAUSD may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

ARTICLE 17. LAUSD'S DEFAULT; CHARTER SCHOOL'S REMEDIES

17.1 LAUSD's Default. LAUSD shall be considered in default of this Agreement for failure by LAUSD to observe or perform any of its covenants or obligations hereunder which continue beyond the notice and cure period provided herein (except in the event of an emergency, in which case LAUSD shall perform its obligations immediately). Charter School shall provide LAUSD with written notice of default and LAUSD shall have ten (10) business days to provide a response to Charter School either evidencing compliance with the terms of this Agreement or a plan to cure the default and a reasonable timeline acceptable to Charter School within which LAUSD will diligently prosecute the same to completion. In no event shall such default continue

for more than ninety (90) days after written notice thereof by Charter School without prior written agreement by Charter School.

17.2 Charter School's Remedies. If LAUSD fails to perform any covenant or condition to be performed by LAUSD within the time period specified in section 17.1 after LAUSD received written notice of such failure from Charter School, Charter School shall have the right to withhold payment as its remedy for LAUSD non-performance, as specified in Article 4 or Article 5 of this Agreement. In the event of an emergency, Charter School has the right to perform such activity to mitigate the impact of the emergency. All out-of-pocket, reasonable costs and expenses actually incurred by Charter School as a result of LAUSD's failure to perform under this Agreement, in collecting payments due, or enforcing the obligations LAUSD under this Agreement shall be paid by LAUSD to Charter School within thirty (30) days of written demand therefor.

The rights and remedies of Charter School set forth herein are not exclusive, and Charter School may exercise any other right or remedy now or later available to it under this Agreement, at law or in equity.

ARTICLE 18. ASSIGNMENT AND SUBLETTING

18.1 No Assignment or Subletting. Charter School shall not have the right, voluntarily or involuntarily, to assign, license, transfer or encumber this Agreement or lease or sublet all or any part of the District Premises without LAUSD's prior written consent. LAUSD and Charter School acknowledge and agree that this Agreement is being entered into so that Charter School may operate a charter school. Charter School acknowledges and agrees that it has no right to assign or sublease this Agreement. Any purported transfer shall be void. No consent to transfer shall constitute a waiver of the provisions of this Article 18.

ARTICLE 19. HAZARDOUS MATERIALS

19.1 Compliance with Laws. Charter School shall comply with all applicable Environmental Laws relating to industrial hygiene and environmental conditions on, under or about the Charter School Premises and Charter School Shared Use Premises, including but not limited to, air, soil and ground water conditions. Charter School shall not use Hazardous Materials on, under or about the Charter School Premises and Charter School Shared Use Premises in violation of Environmental Laws; provided, however, that Charter School may use normal and customary cleaning solutions and office supplies so long as the use of such solutions and supplies are in quantities and in a manner wholly consistent with all applicable Environmental Laws; and further provided that Charter School may use normal and customary chemicals for classroom use so long as the use of such chemicals are in quantities and in a manner wholly consistent with all applicable school standards and approved by LAUSD'S Office of Environmental Health and Safety (OEHS). Without limiting the generality of the foregoing, Charter School shall not transport, use, store, maintain, generate, manufacture, handle, dispose, Release or discharge any Hazardous Material upon or about the Charter School Premises and Charter School Shared Use Premises in violation of Environmental Laws during the Term of this Agreement. In addition, Charter School shall be cognizant of activities that it conducts on the Charter School Premises and Charter School Shared Use Premises which may be considered to be a "project" under CEQA.

Prior to engaging in any activity which may trigger CEQA compliance, Charter School shall notify LAUSD of the need for possible environmental review of such activity.

19.2 Notice. Charter School will promptly notify LAUSD in writing if Charter School has or acquires actual notice or knowledge that any Hazardous Material has been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, or under or from the Charter School Premises and Charter School Shared Use Premises in violation of Environmental Laws. Charter School shall promptly provide copies to LAUSD of all written complaints, claims, citations, demands, inquiries, reports or notices relating to the conditions of the Charter School Premises and Charter School Shared Use Premises or compliance with Environmental Laws. Charter School shall promptly supply LAUSD with copies of all written notices, reports, correspondence, and submissions made by Charter School to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration, and any other local, state, or federal authority that requires submission of any information concerning environmental matters or hazardous wastes or substances pursuant to Environmental Laws. To the extent Charter School has actual knowledge of the same, Charter School shall promptly notify LAUSD of any liens threatened or attached against the Charter School Premises and Charter School Shared Use Premises pursuant to any Environmental Laws.

19.3 Inspection. LAUSD and LAUSD's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by LAUSD ("LAUSD Parties"), may (but without the obligation or duty to do so), at any time and from time to time, on not less than two (2) business days' written notice to Charter School (except in the event of an emergency, in which case, no notice will be required), inspect the Charter School Premises and Charter School Shared Use Premises to determine whether Charter School is complying with Charter School's obligations set forth in this Article 19, and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as LAUSD and Charter School may agree. Charter School will comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763.

19.4 Indemnification. Except to the extent of LAUSD's and LAUSD Parties' negligence or willful misconduct, Charter School shall indemnify, defend (by counsel reasonably approved in writing by LAUSD), protect, save and hold harmless LAUSD and LAUSD Parties from and against any and all Claims arising from any breach of Charter School's covenants under this Article 19.

19.5 LAUSD Disclosures. To the best knowledge of LAUSD and unless identified in Exhibit C attached hereto and incorporated herein or otherwise disclosed to Charter School, the District Premises has not been used to treat, store, process, or dispose of Hazardous Materials, except for normal and customary cleaning solutions and office supplies in quantities and in a manner wholly consistent with all applicable Environmental Laws and normal and customary chemicals used in the course of LAUSD's programs, and to the best knowledge of LAUSD there is no Release nor has there ever been any Release of such Hazardous Materials at, on, about or under the District Premises which would give rise to a cleanup or remediation obligation under any applicable federal, state or local Environmental Laws or under common law. LAUSD discloses that it presumes many of the LAUSD school campuses have asbestos, including

insulation or flooring, lead, and possibly other Hazardous Materials that were acceptable for use from the time of the construction of the District Premises to the present or undiscovered to date. Charter School should use the District Premises with such presumption in mind.

LAUSD hereby indemnifies, defends (by counsel reasonably approved in writing by Charter School), protects, saves and holds harmless Charter School from and against any and all loss, liability, damage, cost, expense or claim arising from (a) any breach of LAUSD's representations and warranties contained in this Agreement; or (b) any and all environmental conditions caused by LAUSD or its contractors, agents, employees, invitees, or representatives, or any third parties.

ARTICLE 20. NOTICE

20.1 Notice. Except where otherwise indicated in this Agreement, any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery by a representative of the party giving such notice, or (b) overnight delivery by recognized overnight courier, or (c) United States mail, postage prepaid, registered or certified mail, or (d) facsimile (provided that the same shall be followed by delivery of a copy by one of the other permitted means of delivery), addressed as provided in section 22.24, except as otherwise provided above. Any such notice or communication shall be deemed to have been delivered either at the time of personal delivery actually received by the addressee or a representative of the addressee at the address provided above, or, if delivered on a business day in the case of delivery service or certified or registered mail, as of the earlier of the date delivered or the date forty-eight (48) hours following the date deposited in the United States mail, at the address provided herein, or if by telecopier, upon electronic confirmation of good receipt by the receiving telecopier. LAUSD and Charter School hereby agree that notices may be given hereunder by the Parties' respective legal counsel and that, if any communication is to be given hereunder by LAUSD's or Charter School's legal counsel, such counsel may communicate directly with all principals as required to comply with the provisions of this Article 20.

ARTICLE 21. SUBORDINATION, ATTORNMENT AND NON-DISTURBANCE

21.1 Obligations of Charter School. This Agreement and the rights granted to Charter School by this Agreement are and shall be subject and subordinate at all times to all deeds of trust or mortgages now or later affecting or encumbering all or any part of the District Premises and/or any ground or underlying leasehold estate; provided, however, any such subordination shall be subject to the execution of a non-disturbance agreement reasonably acceptable to Charter School by LAUSD under the deed of trust or mortgage; and provided, further, however, that if LAUSD elects at any time to have Charter School's interest in this Agreement be or become superior, senior or prior to any such instrument, then upon receipt by Charter School of written notice of such election, Charter School shall immediately execute all necessary and reasonable subordination instruments or other reasonable documents confirming the subordination of such mortgage or deed of trust to this Agreement.

21.2 LAUSD's Right to Assign. LAUSD's interest in this Agreement may be assigned to any mortgagee or trust deed beneficiary as additional security. Nothing in this Agreement shall

empower Charter School to do any act without LAUSD's prior consent which can, shall or may encumber the title of the owner of all or any part of the District Premises.

21.3 Attornment by Charter School. In the event of any foreclosure of any or all mortgages or deeds of trust encumbering the District Premises by trustee's sale, voluntary agreement, deed in lieu of foreclosure, or by the commencement of any judicial action seeking foreclosure, Charter School shall attorn to and recognize the beneficiary or purchaser at the foreclosure sale, as Charter School's landlord under this Agreement, and Charter School agrees to execute and deliver at any time upon request of such beneficiary, purchaser, or their successors, any instrument to further evidence such attornment. Charter School hereby waives its right, if any, to elect to terminate this Agreement or to surrender possession of the District Premises in the event of any such mortgage or deed of trust foreclosure.

21.4 Non-Disturbance. Notwithstanding any of the provisions of this Article to the contrary, in the event of the cancellation or termination of any or all other agreements affecting all or any part of the District Premises in accordance with its terms or by the surrender thereof, whether voluntary, involuntary or by operation of law, or by summary proceedings, or in the event of any foreclosure of any or all mortgages or deeds of trust encumbering the District Premises by trustee's sale, voluntary agreement, deed in lieu of foreclosure, or by the commencement of any judicial action seeking foreclosure, Charter School shall be allowed to occupy the District Premises and this Agreement shall remain in effect, subject to the terms of this Agreement.

ARTICLE 22. MISCELLANEOUS

22.1 Dispute Resolution. Notwithstanding anything in this Agreement to the contrary, disputes between Charter School and the District regarding this Agreement, including, the alleged violation, misinterpretation, or misapplication of this Agreement, Proposition 39, or State Regulations shall be resolved using the dispute resolution process identified below.

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party (the designated representatives must be an employees(s) of Charter School or the District); (2) a statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within ten (10) business days from receipt of the notice of dispute the representatives from Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within ten (10) business days to assist the parties in resolving the dispute (if the State Mediation and Conciliation Service ("SMCS") is unable or refuses to provide a mediator the parties shall mutually agree upon a mediator with fifteen (15) days from notice that SMCS will be unable to provide a mediator). The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 30 calendar days after receipt of the request

for appointment. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven business days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and Charter School.

Either party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process. Except for such an action to obtain equitable relief, neither party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, or 45 calendar days after the date of filing the written request for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action, if the parties so desire.

22.2 Merger. The voluntary or other surrender of this Agreement by Charter School, or a mutual cancellation of this Agreement, shall not work a merger, and shall, at the option of LAUSD, terminate all or any existing subleases or subtenancies, or may, at the option of LAUSD, operate as an assignment to it of Charter School's interest in any or all such subleases or subtenancies.

22.3 Relationship. The relationship between LAUSD and Charter School is not and shall not be deemed or construed either as a partnership or as a joint venture.

22.4 Quiet Enjoyment. Provided Charter School has performed all of the terms, covenants, agreements and conditions of this Agreement, including the payment of all other sums due hereunder, Charter School shall peaceably and quietly hold and enjoy the District Premises for the Term hereof, but subject to the provisions and conditions of this Agreement, against LAUSD and all persons claiming by, through or under LAUSD. Charter School's right to use the District Premises as herein provided shall be subject to restrictions or other limitations or prohibitions resulting from any Applicable Law now in force or which may hereafter be in force.

22.5 Partial Invalidity. If any term or provision of this Agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

22.6 Captions. The captions and headings of this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit or describe the scope of this Agreement of the intent of any provision hereof.

22.7 Amendment. No amendment or modification to this Agreement shall be effective for any purpose unless in writing signed by LAUSD and Charter School indicating an intent to modify this Agreement.

22.8 Choice of Law. This Agreement shall be governed by the laws of the State of California.

22.9 Interpretation. This Agreement shall be deemed to be jointly prepared by both Parties hereto, and any ambiguities or uncertainties herein shall not be construed for or against either of the Parties.

22.10 Attorneys' Fees. In the event either party should commence an action against the other to enforce any obligation set forth herein, the unsuccessful party shall pay to the prevailing party its costs of litigation or arbitration, including reasonable attorneys' fees, whether or not the suit is brought to judgment or conclusion in arbitration.

22.11 Counterparts and Electronic Execution. This Agreement may be executed in one or more counterparts, each of which may be deemed an original, but all of which together shall constitute one and the same instrument. An executed counterpart may be delivered by electronic mail (in electronic format such as .pdf or .tif or other accepted format) and shall be effective as delivery of a manually executed and personally delivered counterpart to create a validly executed instrument.

22.12 Entire Agreement. This Agreement contains all of the agreements of the Parties with respect to the matters covered hereby, and no prior agreements, oral or written, or understandings or representations of any nature whatsoever pertaining to any such matters shall be effective for any purpose unless expressly incorporated into the provisions of this Agreement. The provisions of this Agreement shall not be amended or altered except by an instrument in writing signed by both Parties.

22.13 Successors and Assigns. Subject to the provisions hereof relative to assignment, this Agreement shall be binding upon and inure to the benefit of the heirs, executors, administrators, transferees, successors and assigns of the respective Parties hereto; provided, however, that the terms of this Agreement shall be binding, without exception or limitation, against any school district(s) or similar governmental agency that may be created as a subset of or successor to LAUSD as owner of the District Premises or as chartering agency with respect to the Charter Petition, as it may be extended or amended from time to time.

22.14 Time Is of the Essence. Time is of the essence with respect to the performance or observance of each of the obligations, covenants and agreements under this Agreement.

22.15 Gender. As used herein, the neuter gender includes the feminine and the masculine, the masculine includes the feminine and the neuter, and the feminine includes the masculine and the neuter; and each includes corporation, partnership or other legal entity when the context so requires.

22.16 Waiver. No waiver of any provision hereof shall be deemed a waiver of any other provision hereof. Consent to or approval of any act by one of the parties hereto shall not be deemed to render unnecessary the obtaining of such party's consent to or approval of any subsequent act, nor shall any custom or practice which may grow between the Parties in the administration of the terms hereof be deemed a waiver of, or in any way affect, the right of LAUSD to insist upon the performance by Charter School in strict accordance with said terms. Nothing in this Agreement shall be deemed a waiver of the Charter School's right to challenge the District's compliance or lack thereof with its obligations under Prop. 39.

22.17 Cumulative Remedies. No remedy herein shall be considered exclusive of any other remedy, but the same shall be cumulative and shall be in addition to every other remedy given hereunder now or hereafter existing at law or in equity or by statute, and every power and remedy given by this Agreement may be exercised from time to time and as often as occasion may arise or as may be deemed expedient.

22.18 Force Majeure. Whenever either party hereto shall be required by the terms of this Agreement or by law to perform any contract, act, work, construction, labor or services, or to perform and comply with any laws, rules, orders, ordinances, regulations or zoning regulations, said party shall not be deemed to be in default herein and the other party shall not enforce or exercise any of its right sunder this Agreement, if and so long as nonperformance or default herein shall be directly caused by strikes, nonavailability of materials, war or national defense preemptions or civil disobedience, governmental restrictions, alien invasion, or other similar causes beyond the reasonable control of the non-performing party.

22.19 Incorporation. The terms and conditions of all Exhibits hereto are incorporated herein by this reference.

22.20 Sale. LAUSD shall have the right at any time and from time to time during the Term hereof to sell, encumber or assign all or any portion of its fee interest, if any, in the District Real Property; subject, however, to the leasehold estate of Charter School created by this Agreement.

22.21 Reasonableness. Unless this Agreement provides for a contrary standard, whenever in this Agreement the consent or approval of LAUSD or Charter School is required, such consent or approval shall not be unreasonably withheld or delayed; and unless a contrary standard or right is set forth in this Agreement, whenever LAUSD or Charter School is granted a right to take action, exercise discretion, or make an allocation, judgment or other determination, LAUSD or Charter School shall act reasonably and in good faith and take no action which may result in the frustration of the reasonable expectations of a sophisticated Charter School and a sophisticated landlord concerning the benefits to be enjoyed under this Agreement.

22.22 Authorization to Sign Agreement. If Charter School is a corporation, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with a duly adopted resolution of Charter School's Board of Directors, and that this Agreement is binding upon Charter School in accordance with its terms. If Charter School is a partnership or trust, each individual executing this Agreement on behalf of Charter School

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represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with the terms of such entity's partnership agreement or trust agreement, respectively, and that this Agreement is binding upon Charter School in accordance with its terms, and Charter School shall, concurrently with its execution of this Agreement, deliver to LAUSD upon its request such certificates or written assurances from the partnership or trust as LAUSD may request authorizing the execution of this Agreement. Each individual executing this Agreement on behalf of LAUSD represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of LAUSD and this Agreement is binding upon LAUSD in accordance with its terms.

22.23 Covenants and Conditions. All provisions, whether covenants or conditions, on the part of Charter School shall be deemed to be both covenants and conditions.

22.24 Addresses for Notices. All notices, demands, disclosures, acknowledgments, consents, approvals, statements, requests, responses, and invoices to be given under this Agreement will, unless otherwise indicated herein, be in writing, and will be effective upon receipt and addressed to the address for each respective party as set forth in the Fundamental Provisions.

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement:

PROPERTY OWNER:

LOS ANGELES UNIFIED SCHOOL DISTRICT

Date: _____ By: _____

Name: Mark Borison

Title: Director of Real Estate & Business Development

CHARTER SCHOOL:

YPI CHARTER SCHOOLS, INC

Date: _____ By: _____

Name: _____

Title: _____

Date: _____ By: _____

Name: _____

Title: _____

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Bert Corona Charter High

EXHIBIT A
SHARED USE AGREEMENT

CONTACT INFORMATION

Charter School: Bert Corona Charter High

On-site Principal or Lead Administrator

Name: _____ E-mail: _____

Office Phone: _____ Cell Phone: _____

1. On-site Assistant Principal or Administrator Next In Charge

   Name: _____ E-mail: _____

   Office Phone: _____ Cell Phone: _____

2. On-site Contact for Health Emergencies

   Name: _____ E-mail: _____

   Office Phone: _____ Cell Phone: _____

LAUSD School: Maclay MS

On-site Principal or Lead Administrator

Name: _____ E-mail: _____

Office Phone: _____ Cell Phone: _____

1. On-site Assistant Principal or Administrator Next In Charge

   Name: _____ E-mail: _____

   Office Phone: _____ Cell Phone: _____

2. On-site Contact for Health Emergencies

   Name: _____ E-mail: _____

   Office Phone: _____ Cell Phone: _____

CALENDAR - Please attach a copy of your school's calendar for the entire 2026-27 school year

Charter School

First Day of Instruction: _____

Last Day of Instruction: _____

LAUSD School

First Day of Instruction: _____

Last Day of Instruction: _____

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Bert Corona Charter High

EXHIBIT A
SHARED USE AGREEMENT

SCHOOL HOURS

Charter School

Before-school program hours: _____

Start of School: _____

End of School: _____

After-school program hours: *(Please see Disclosures, attached as Exhibit C to the Agreement. Further action is required and additional fees may apply.)*

_____

LAUSD School

Before-school program hours: _____

Start of School: _____

End of School: _____

After-school program hours: _____

HOLIDAY/BREAK SCHEDULE – Please see attached 2026-27 calendars

Charter School: _____

_____

LAUSD School: _____

_____

ACCESS

Charter School will instruct its employees and students to utilize the following gate for entry to and exit from the campus:

_____

Charter School will instruct its visitors to utilize:

( ) The gate identified above for entry to and exit from the campus and Charter School will be responsible for monitoring the gate to control access.

( ) The front gate to the campus used by LAUSD School and Charter School will comply with LAUSD's visitor policy. Charter School shall have a Charter School employee escort the visitor to and from the Charter School area.

Charter School may elect to utilize the parking lot, up to Charter School's Maximum Allocation percentage identified in Exhibit B to the Agreement. Charter School's usage is subject to Exhibit C (Disclosures) to the Agreement. Specific arrangements, such as locations of parking areas and spaces, should be mutually agreed upon following discussions between Charter School and LAUSD School administrators and/or Region representatives.

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Bert Corona Charter High

EXHIBIT A
SHARED USE AGREEMENT

SHARED SPACE

Based on Charter School's allocation of exclusive use teaching stations and a 420-minute school day, Charter School's maximum daily allocation of shared use space (as identified on Exhibit B) is:

45% / 189 minutes per day per shared use space (e.g., 8:00 A.M to 11:09 A.M. M-F, 9:00 A.M to 2:15 P.M. M/W/F etc.), except as otherwise indicated below.

Restrooms: All restrooms (inclusive of Student and Faculty Restrooms) will be shared as needed.

Charter School and LAUSD School administrators may negotiate and mutually agree upon Charter School's increased / decreased allocations of the shared use spaces listed below.

Please collaborate and document Charter School's schedule for the shared use spaces listed below (as well as other shared use spaces, if any, that Charter School will use).

Area	Indoor / Outdoor	Max Daily Allocation	Daily / Weekly Charter School Schedule
Assembly (MPR / Auditorium)	INDOOR	45% / 189 min	
Faculty Lounge / Dining Room	INDOOR	45% / 189 min	
Gymnasium	INDOOR	45% / 189 min	
Library	INDOOR	45% / 189 min	
Other Non-classroom Shared Use Spaces (If any, e.g., nursing stations, storage spaces, conference rooms.)	INDOOR	TBD (See Note 4)	
Shared Use Spaces in Classrooms (27)	INDOOR	45% / 189 min (See Note 6)	
Student Locker Room	INDOOR	45% / 189 min	
Garden / Agriculture	OUTDOOR	45% / 189 min	
Handball Walls	OUTDOOR	45% / 189 min	
Other Non-classroom Shared Use Spaces (If any)	OUTDOOR	TBD (See Note 4)	
Outdoor Basketball	OUTDOOR	45% / 189 min	
Outdoor Dining	OUTDOOR	45% / 189 min	
Parking	OUTDOOR	45% / 189 min	

Bert Corona Charter High

Area	Indoor / Outdoor	Max Daily Allocation	Daily / Weekly Charter School Schedule
Quad	OUTDOOR	45% / 189 min	
Soccer Field	OUTDOOR	45% / 189 min	

Notes:

1) Proposition 39 regulations require shared space to be shared proportionately with Charter School. The percentage for Charter School use is calculated based on the ratio of total Charter School exclusive use teaching stations vs. total LAUSD School exclusive use teaching stations. If the District has determined that certain spaces essential to enriching District instruction and student health and human services are not available for sharing, other reasonably equivalent space has been identified herein for allocation to Charter School at an adjusted shared use percentage. Charter School's resulting pro rata share obligation may be subject to modification following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

2) The exact number of science labs, if any, and Charter School's resulting pro rata share obligation, may be subject to modification based on the actual number of science labs confirmed to exist at the LAUSD School Site that are shared with Charter School, and/or following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

3) Some Areas available for shared use are provided to District students in certain grade levels only (e.g., College/Career Center for grades 9-12). As such, the "Max. Daily Allocation to Charter School" for such Areas accounts only for the portion of Charter School's in-district students who would be provided with this type of Area if they attended District schools.

4) To the extent that non-classroom shared use spaces not identified above exist at the LAUSD School Site and are available for sharing, Charter School is entitled to shared use of these spaces.

5) The administrators of Charter School and LAUSD School may negotiate their schools' respective allocations of the shared use spaces identified herein and any other shared use spaces that may exist at the LAUSD School Site. *LAUSD School's administrator does not have authority to allocate any classroom/instructional spaces to Charter School.* A shared use agreement that purports to allocate any classroom/instructional spaces to Charter School is invalid without the prior approval of authorized District leadership, and will only be considered a proposed Proposition 39 alternative agreement (pursuant to pursuant to California Code of Regulations, title 5, section 11969.1, subdivision (b)). If such an alternative agreement is not finalized by authorized leadership on behalf of the District and Charter School, the administrators of Charter School and LAUSD School will be required to further negotiate terms of the shared use agreement consistent with this paragraph.

6) The District preliminarily proposes to offer Charter School shared use of additional indoor spaces in classrooms (i.e., classrooms that have not been eliminated to provide exclusive use teaching station space to Charter School, and have not been deemed essential to enriching District instruction and student health and human services). Such spaces listed herein, if any, are projected to be available for shared use, after taking into account LAUSD School's and Charter School's allocations of exclusive use spaces as well as other projected space utilizations on the campus. Their descriptions, locations, and availability for sharing are potentially subject to change due to their elimination, repurposing, and/or relocation.

Bert Corona Charter High

7) Some of the Areas listed herein might be categories that include multiple spaces at the LAUSD School Site (e.g., a practice gym and a competition gym collectively constitute "Gymnasium"). All such spaces may be shared up to Charter School's Max Daily Allocation. In such instances, administrators should separately list the shared use schedule for each specific space.

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Bert Corona Charter High

EXHIBIT A
SHARED USE AGREEMENT

Calendars for the Shared Use Areas shall be available to both schools and located at:

_____

Charter School Principal and/or his/her designee shall meet with LAUSD Principal and/or his/her designee every _____at _____ in order to discuss upcoming events and/or any other issues that may arise.

_____ _____

Authorized Charter School Representative Date

_____ _____

LAUSD Principal Date

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Bert Corona Charter High

Los Angeles Unified School District

INSTRUCTIONAL SCHOOL CALENDAR 2026-2027

Draft
2/3/2025

JULY

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	27	29	30

MAY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

07/03/26	Independence Day Observed
08/12/26	First Day of Instruction
09/04/26	Admission Day
09/07/26	Labor Day
11/11/26	Veterans' Day
11/26 - 11/27/26	Thanksgiving Holiday
12/21/26 - 01/08/27	Winter Recess
01/11/27	Second Semester Begins
01/18/27	Dr. Martin L. King Jr. Birthday
02/15/27	Presidents' Day
03/22 - 03/26/27	Spring Recess
03/31/27	Cesar E. Chavez Birthday
05/31/27	Memorial Day
06/04/27	Last Day of Instruction
06/18/27	Juneteenth Holiday Observed

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- School Recess
- Unassigned Day (No School)
- Pupil Free Days *
- Second Semester Begins
- Instructional Days

Instructional Days	
Fall Semester	84
Spring Semester	96
Total	180

* If a school selects Monday, January 11, 2027, as a Pupil Free Day, then Monday, June 7, 2027, becomes an Instructional Day.

2026-27 YPICS HS School Year Calendar

Student Calendar

Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	Sem	Wks	Short	Reg	Min	Total
July	v	v	h	h		v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	nt	nt	nt	nt	**0**				0	0	0	**0**
August			t	t	t	t	t			t	t	1	1	1			1	1	1	1	1			1	1	1	1	1			1	**14**				4	10	0	**14**
September	1	1	1	1			h	1	1	1	**1**			1	1	1	1	t			t	1	1	1	1			1	1	1		**19**				3	16	0	**19**
October	1	1			1	1	1	1	1			1	1	1	1	P			1	1	1	1	1			1	1	1	1	1		**21**	1	83		3	16	2	**21**
November		1	1	1	1	1			1	1	h	1	1			1	1	1	1	**1**			h	h	h	h	h			1		**15**				3	12	0	**15**
December	1	1	1	1			1	1	1	1	1			1	1	1	1	1			v	v	h	h	h			v	v	v	h	**14**				2	11	1	**14**
January	v			v	v	v	v	v			t	1	1	1	1			h	1	1	1	v			1	1	1	1	1			**12**				2	10	0	**12**
February	1	1	1	1	1			1	1	1	1	**1**			h	1	1	1	1			1	1	1	1	1						**19**				4	15	0	**19**
March	1	1	1	1	1			1	1	1	1	P			1	1	1	1	**1**			v	v	v	v	v			v	1	v	**15**				2	11	2	**15**
April	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1		**22**	2	97		4	18	0	**22**
May			1	1	1	1	1			1	1	1	1	1			1	1	1	1	**1**			1	1	1	1	1			h	**20**				4	16	0	**20**
June	1	1	1	1			1	1	1	1	**1**			t	t	t	v	h			v	v	v	v	v			v	v	v		**9**				5	3	1	**9**
																																180				**36**	**138**	**6**	**180**

Calendar Key

1	Instructional Day	**1**	CPT day	1	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	P	All day Parent Conference
		1	CPT day	v	YPICS Leadership Mtg					nt	New Staff Training	1	1/2 day Parent Conference

Important Dates

1st Day of School	8/12/2026	**President's Day**	2/15/2027
Labor Day	9/7/2026	**Cesar Chavez Day**	3/31/2027
Veteran's Day	11/11/2026	**Spring Break**	3/22/27- 3/29/27
Thanksgiving Break	11/23/26-11/27/26	**Easter Observance**	3/29/2027
1st Semester Ends	1/13/2027	**Memorial Day**	5/31/2027
Winter Break	12/21/26 to 1/8/27	**Last Day of School**	6/11/2027
2nd Semester Starts	1/13/2027	**HS Graduation**	6/10/2027
M.L. King Jr. Day	1/18/2027	**MS Culmination**	6/11/2027

Professional Development Dates

All Staff	8/3/2026	**Site 1/2 day**	12/18/2026
All Staff	8/4/2026	**All Staff**	1/11/2027
All Staff	8/5/2026	**All Staff**	1/12/2027
All Staff	8/6/2026	**All Staff**	3/30/2027
Site	8/7/2026	**Site 1/2 day**	6/11/2027
Site	8/10/2026	**All Staff**	6/14/2027
All Staff	8/11/2026	**All Staff**	6/15/2027
All Staff	9/18/2026	**Site**	6/16/2027
All Staff	9/21/2026		

Grading Periods	Submit Grades	Grades lock	Transcript Post
F05			
F09			
F15			
F18			
S05			
S09			
S15			
S18*			
S21			

EXHIBIT B
LAUSD Facilities Cost Worksheet for 2026-2027 School Year

NOTES*	DESCRIPTION	TOTAL COST	COST PER SQUARE FOOT	TOTAL COST PER CATEGORY
(1) (2)	**Debt Service - Interest and Principal on COPs**	50,046,379.45	0.68	**0.68**
	Maintenance & Operations			**10.46**
(1) (2)	Air Filter Tech and Building Engineering	754,263.46	0.01	
(1) (2)	Pest Management	3,254,668.06	0.04	
(1) (2)	Custodial (Buildings)	213,613,565.38	2.89	
(1) (2)	Rubbish Removal	19,802,272.75	0.27	
(1) (2)	Routine Repairs General Maintenance	377,375,718.77	5.10	
(1) (2)	Utilities (Electricity, Water, Gas)	159,312,429.32	2.15	
	Safety and Comfort			**3.90**
(1) (2)	School Police Services	61,023,886.00	0.82	
(1) (2)	Office of Environmental Health & Safety	8,366,487.36	0.11	
(1) (2)	Information Technology Division	219,803,134.93	2.97	
(3)	**Deferred Maintenance**	0.00	0.00	**0.00**
(1) (2) (4)	**Insurance**	271,419,171.33	3.67	**3.67**
	Grounds Costs			**0.23**
(1) (5)	Gardening Services	18,565,463.33	0.08	
(1) (5)	Landscaping/Tree Trimming	4,793,764.70	0.02	
(1) (5)	Custodial (Grounds)	30,516,223.63	0.13	
	GRAND TOTAL			**18.94**

LEGEND	*Total K-12 building square footage and direct support space*	**73,993,491**
	Footprint for total District buildings	**48,598,501**
	Total District grounds square footage	**280,262,426**
	Net grounds square footage	**231,663,925**

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***NOTES:**

(1) Calculation of facilities costs based upon actual 2024-25 school year expenses. In accordance with California Code of Regulations, title 5, section 11969.9, subdivision (f), the costs identified herein and the total facilities cost per square foot are projections and are subject to change based on confirmation of the actual 2024-25 school year expenses and the total square footage of space.

(2) Total K-12 building square footage and direct support space

(3) Deferred Maintenance was paid for by bond funds during 2024-25 school year

(4) Includes District's premiums for excess liability, property coverage, boiler & machinery, and property floater

(5) Net grounds square footage = Total District grounds square footage less Footprint for total District buildings

Bert Corona Charter High

EXHIBIT B
2026-27 SY Facilities Costs
Pro Rata Share Calculations

LAUSD Campus: Maclay MS	**Charter School:** Bert Corona Charter High

M =	Total Number of Charter Teaching Stations	9
N =	Total Number of LAUSD Teaching Stations	11
O =	Total Number of Charter Special Education Space(s)	3
P =	Total Number of Charter Administrative Space(s)	1

% of Shared Use Space = Total # of Charter Teaching Stations (M) / Total # of All Teaching Stations (M + N)

% = 45

EXCLUSIVE SPACE: Charter School will occupy the following areas exclusively:

Exclusive Charter Classroom(s): To Be Determined on or before April 1st

Exclusive Space Square Footage

Average Teaching Station Square Footage at LAUSD Campus = 1,188.20

1188.20	*	13	= 15,446.60	Total Charter School Exclusive Use Square Footage of Teaching Stations (M), Special Education Space(s) (O) and Administrative Space(s) (P) = A

Pro Rata Share Calculations*

A =	15,446.60	A = Charter School Exclusive Use Square Footage of Teaching Stations, Special Education Space(s) and Administrative Space(s)
B =	27,460.31	B = Total Charter School Shared Use Space Square Footage Obligation (See Shared Use Space Calculation Worksheet)
C =	$18.94	C = 2026-27 Facilities Costs per Square Foot
X = A * C	$292,558.60	X = Charter School Exclusive Use Pro Rata Share Amount
Y = B * C	$520,098.27	Y= Charter School Shared Use Pro Rata Share Amount
Z = X + Y	$812,656.87	Z = TOTAL PRO RATA SHARE CHARGE DUE ANNUALLY FROM CHARTER SCHOOL
		MONTHLY PRO RATA SHARE CHARGE DUE ON THE 1ST OF EACH MONTH FROM CHARTER SCHOOL = **$67,721.41**

*In accordance with California Code of Regulations, title 5, section 11969.9, subdivision (f), the pro rata share calculations identified herein are projections and are subject to change based on determination of the final facilities costs calculated pursuant to California Code of Regulations, title 5, section 11969.7.

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Bert Corona Charter High

EXHIBIT B
2026-27 SY Facilities Costs
Pro Rata Share Calculations

SHARED USE SPACE CALCULATION

Any edits or revisions to this document will only be effectuated based on revisions to Exhibit A.

Area, per Exhibit A (Shared Use Agreement)	Area Square Footage	Charter %*	Charter School Pro Rata Shared Space Square Footage
Assembly (MPR / Auditorium)	8,155.87	45%	3,670.14
Faculty Lounge / Dining Room	906.71	45%	408.02
Gymnasium	6,937.88	45%	3,122.05
Library	2,852.94	45%	1,283.82
Restrooms (Inclusive)	5,334.84	45%	2,400.68
Shared Use Spaces in Classrooms*** (27)	32,081.40	45%	14,436.63
Student Locker Room	4,753.26	45%	2,138.97
Total Charter School Shared Use Space Square Footage Obligation			27,460.31

*** "Charter %" is calculated by using the total weekly hours of Charter School use of each individual Area (per Exhibit A) divided by a total of 35 hours per week. Charter % is "% of Shared Use Space" (see page 1), which is the maximum shared use time allocation entitlement for the Charter School (on a weekly basis), as provided by law, unless otherwise agreed to by the Parties in Exhibit A.**

**** The exact number of science labs, if any, and Charter School's resulting pro rata share obligation, may be subject to modification based on the actual number of science labs confirmed to exist at the school site and/or following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.**

***** "Charter School Pro Rata Shared Space Square Footage" for Shared Use Spaces in Classrooms was calculated by multiplying the number of classrooms available for shared use (see Note 6 in Exhibit A), by the "Average Teaching Station Square Footage at LAUSD Campus" (see page 1).**

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Bert Corona Charter High

EXHIBIT B
2026-27 SY Facilities Costs
Payment

Pursuant to section 4.4 of the Agreement, the Pro Rata Share Charge is due from Charter School to the District on a monthly basis in amounts equal to one-twelfth of the total Pro Rata Share Charge by the 1st day of each month. Charter School's total Pro Rata Share Charge ("Z") and monthly Pro Rata Share Charge payment are identified herein. Charter School's first monthly Pro Rata Share Charge payment is due to the District on or before **July 1, 2026.**

Note: The District will accept full payment of the total Pro Rata Share Charge on or before July 1, 2026.

Checks should be mailed to the following address:

LOS ANGELES UNIFIED SCHOOL DISTRICT
REAL ESTATE OFFICE
Attn: PROP 39 PAYMENT PROCESSING
333 S. Beaudry Ave., 1st Floor
Los Angeles, CA 90017

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EXHIBIT C
LAUSD DISCLOSURES

1. Beyond the Bell. LAUSD discloses that the District Premises are used by Beyond the Bell to provide enrichment programs and these enrichment programs may occur in those portions of the District Premises that are not designated for the exclusive use of the LAUSD School and Charter School. These Beyond the Bell enrichment programs will have priority use of those portions of the District Premises that are not designated for the exclusive use of either party.

Current programs, if any, are attached hereto as Attachment C-1.

2. Civic Center Permits. LAUSD discloses that in accordance with the Civic Center Act, Ed. Code section 38130 et seq. and its Board Rule, the District Premises are used by the community and general public through civic center permits. If Charter School wants to use the District Premises (excluding those portions designated for the exclusive use of either party) after school hours, Charter School shall notify the Real Estate & Business Development department of its proposed use and the Real Estate & Business Development department will determine if Charter School's proposed use will conflict with any issued civic center permits. If there will be a conflict with any issued civic center permits, the Real Estate & Business Development department will determine if the civic center permit can be cancelled to accommodate Charter School's use. The Real Estate & Business Development department shall not be required to cancel a civic center permit if the civic center permit holder would receive less than ten (10) business days written notice of cancellation. Prior to issuing a new civic center permit, the Real Estate & Business Development department shall notify Charter School of the requested use and Charter School shall have the opportunity to notify LAUSD of any scheduled use that may conflict with the request.

The civic center permits currently issued, if any, are attached hereto as Attachment C-2.

3. Lease; License. LAUSD discloses that the District Premises have been used in the past and continue to be used by third-parties through the issuance of leases or licenses. Any use of the District Premises shall be subject to the leases and licenses existing as of the Effective Date of this Agreement and/or those leases and/or licenses that LAUSD may issue in the future; provided, that prior to issuing a new lease or license, LAUSD shall notify Charter School of the requested use and Charter School shall have the opportunity to notify LAUSD of any scheduled use that may conflict with the request.

The leases, licenses, or joint use agreements currently issued, if any, are attached hereto as Attachment C-3.

4. Lockdowns. LAUSD discloses that a number of events may occur on the District Premises or in the neighborhood surrounding the District Premises that may require the District Premises to go into "lockdown" status, which means all students are secured in buildings until emergency personnel have authorized the release of the students and movement on the District Premises. It is recommended that Charter School maintain those supplies it deems appropriate for a lockdown. LAUSD shall not be liable to Charter School or its students for any costs, expenses, damages, or claims arising from any lockdown of the District Premises.

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5. Emergency Supplies. It is recommended that Charter School, at its sole cost and expense, maintain water, food, toilet paper, and other supplies that it deems appropriate for its students in the event an emergency occurs. LAUSD shall not provide Charter School with any emergency supplies and Charter School agrees that LAUSD shall not be liable for any costs, expenses, damages, or claims arising from emergency supplies or the lack thereof.

6. Emergency Shelter or Location. LAUSD discloses that each of its schools may be used as an emergency shelter, meeting place, command center, etc. in the event of an emergency declared by any Federal, State, county or city agency with such powers ("emergency location"). This means that notwithstanding any provision of this Agreement, if an emergency has been declared and the District Premises deemed needed, Charter School may be denied access to and use of the District Premises in order for the District Premises to be used for such things as, but not limited to, a command center of operations, shelter to displaced people, storage of equipment, supplies, and goods, or temporary morgue. LAUSD shall not be liable to Charter School or its students for any costs, expenses, damages, or claims arising from Charter School's inability to access and/or use the District Premises in the event of an emergency or damage, destruction, or theft of Charter School's property at the District Premises. Charter School may pursue against the agency occupying the District Premises as an emergency location any remedies for any damage, destruction, or theft of Charter School's property at the District Premises arising from the use of the District Premises as an emergency location.

7. Hazardous Materials. The District discloses that it is storing hazardous materials at the school site.

8. Joint Use/Occupancy/Power Agreements. LAUSD discloses that in accordance with applicable law and its Board Rules, the District Premises have been used in the past, are presently used, and/or may by used in the future, by non-LAUSD parties through joint use and other agreements. Any use of the District Premises shall be subject to these agreements that exist as of the Effective Date of this Agreement and/or may exist in the future. These agreements will have priority use of those portions of the District Premises that are not designated for the exclusive use of either party.

Agreements currently issued, if any, are described and/or attached hereto as Attachment C-4.

9. Average Daily Attendance Disclosures. The facilities allocated by the District to Charter School pursuant to this Agreement are based on the in-district classroom average daily attendance assumptions identified by the District. If Charter School's actual in-district classroom average daily attendance at the School Site exceeds those in-district classroom average daily attendance assumptions, the District discloses that it may assess a fee to Charter School for facilities-related services due to resulting increased impacts and costs incurred by the District for the School Site. The fee will be treated as "Fee-For-Services Charges" and be payable by Charter School to the District pursuant to the provisions in section 5.1 of this Agreement. The fee will be determined based on the District's out-of-pocket costs for additional facilities-related services, including, but not limited to, supplies, air filter tech and building engineering, pest management, building custodial (staff and/or services provided, including supervision and other administrative costs), rubbish removal, routine repairs and general maintenance, utilities, school police services, Office

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of Environmental Health & Safety, insurance, and ground costs (including gardening services, landscaping/tree trimming, and custodial). For purposes of determining whether a fee is applicable under this disclosure, Charter School's actual in-district classroom average daily attendance will be determined using the report submitted pursuant to section 11969.9(l) of the Implementing Regulations in conjunction with the first principal apportionment under Education Code section 41601. Nothing in this disclosure shall be interpreted to constitute a waiver by the District for any violations of Charter School's charter related to its actual enrollment.

10. Other Disclosures. The District discloses that it has received State of California facilities funding and may receive additional state funds to modernize the School, and/or other sources of grant funding, and the District is obligated to maintain the School in good repair and to meet the standards of California Code of Regulations, Title 5, et seq. and Education Code 17251 (c) and (d). Accordingly, the State of California and/or others have the right to access all of the facilities of the School Site, including the Charter School's Exclusive Use Space and Shared Space, to audit and inspect the School for grant compliance.

11. Shared Use of Storage, Nursing Station and Parking Lot. Charter School may share usage of storage, nursing station, and parking lot with the District School, each up to Charter School's maximum allocation percentage identified in Exhibit B (Facilities Costs). Charter School's shared usage of these facilities is subject to this Exhibit C (Disclosures). Based on the shared use square footage / percentage of storage and nursing station by Charter School, the Pro Rata Share Charge (Exhibit B) will be increased to reflect this adjustment.

12. Data Connectivity / Internet Service. The District Premises are wired for telephone and computer data connectivity. Based on a variety of factors, including, but not limited to, site-specific network and data connectivity configurations at each District school site, Charter School's current occupancy and usage of the District Premises, and Charter School's forthcoming March 1 written response to the District's preliminary proposal pursuant to section 11969.9(g) of the Implementing Regulations, the District discloses that conditions pertaining to Charter School's use of the District Premises include finalizing details prior to the commencement of the Term of this Agreement related to data connectivity and internet service made available to Charter School, Charter School's responsibility for payment of costs for data and services provided, terms and conditions of use, work related to physical/logical network separation between Charter School and District-operated programs, and potential separate agreements between Charter School, the District and/or third-party internet service providers.

13. Science Lab(s). The District places the following conditions on Charter School's shared use of science laboratory classroom spaces:

- Charter School may only use science laboratory classroom space based on time that accounts for a full educational period based on the District school's schedule at the proposed site.

- Should Charter School's shared use of the science laboratory classroom space require the District to dislocate District students who would otherwise attend class in that science laboratory classroom space for a particular educational period, and no other teaching stations are available at the proposed site to accommodate the

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displaced District students for that educational period, the District school will serve its own students in Charter School's exclusive use teaching station space during that educational period. In such circumstances, Charter School's exclusive use teaching space allocation will not be reduced, but Charter School may not take any measures to prevent the District school from serving its own students in such space. Such measures include, but are not limited to, setting an alarm system and/or placing locks on the door of the exclusive use teaching station.

- Due to security concerns, Charter School may only use the shared science laboratory classroom space during such days and times that the District school on the proposed site is open, operational and providing instruction to District K-12 students.

- Please be advised that, while science laboratory classroom spaces provided for shared use by Charter School will be contiguous within the meaning of section 11969.2(b) of the Implementing Regulations, they might not be located in the same cluster of exclusive use teaching stations provided to Charter School at the proposed site.

- The District's Office of Environmental Health and Safety ("OEHS") has developed and implemented a Chemical Hygiene Plan ("CHP") to minimize employee and student exposure to hazardous chemicals in schools with science laboratories. A qualified Chemical Safety Coordinator ("CSC") is appointed at each location with a chemical laboratory to implement the CHP. In order to use the science laboratory classrooms, Charter School must comply with the CHP, including but not limited to, designating and maintaining a trained member of its professional staff as its CSC and who will be responsible for participating in chemical safety training, participating in hazard communication training, and reviewing the Science Safety Handbook for California Public Schools. Duties of Charter School's CSC will include training Charter School's employees on chemical safety, ensuring that safe laboratory procedures are adhered to, maintaining reference materials including Material Safety Data Sheets, inspecting and maintaining safe chemical storage rooms, completing chemical inventories, providing oversight for packaging and removal of hazardous waste, and collaborating with the District school's CSC on all related issues. Charter School will be bound by all District and OEHS health and safety requirements, including but not limited to "Reference Guide 1563.5 – Chemical Safety Coordinators" (copy available at https://media.edlio.net/4c6d677b/b6849e53/eec22f6a/ea9191d1fa63499fac293cd885c875c2?_=CSC%20-%20REF-1563.5%2010-9-18.pdf) when using science laboratory classrooms. Only chemicals approved by the State of California and OEHS may be used in District school laboratory classrooms. These chemicals are designated as "LAUSD-Approved Laboratory Chemicals."

- Charter School must confirm that its insurance policies cover Charter School's use of District science laboratory classroom space.

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14. Conference Rooms. Should the District Premises have conference rooms and/or other private meeting spaces and should Charter School desire use of such spaces, Charter School will be provided shared use of these spaces in proportion to Charter School's maximum shared use entitlement, as identified in the Shared Use Agreement attached as Exhibit A to the Use Agreement. Charter School's Pro Rata Share Charge will be adjusted to include Charter School's proportionate share of conference rooms and/or other private meeting spaces.

15. Shared Use Schedules. Shared use schedules are to be negotiated between the District principal and co-located Charter School principal in good faith. The District discloses that certain changes to the District school's schedule, including but not limited to changes to the lunch and recess schedule or changes to the length of time for recess and lunch, may require approval of the District school's Local School Leadership Council prior to the implementation of such change.

16. After School Program Use. Prior to utilizing the District Premises after Charter School's instructional day hours (as identified in the Shared Use Agreement) for purposes of conducting a program for Charter School's students, whether run by Charter School or any third-party ("After School Program Use"), Charter School shall first notify the District's Real Estate & Business Development department of its intended After School Program Use. The District discloses that additional fees may apply for After School Program Use of the District Premises.

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ATTACHMENT C-1

Maclay Middle School

BEFORE AND AFTER SCHOOL PROGRAMS: YS PLUS and Youth Services

Through the After School Education and Safety (ASES) and 21st Century Community Learning Center grants (21stCCLC), Beyond the Bell and over 30 partnering community-based organizations continue to implement comprehensive before and after school programs beginning 1.5-2 hours before the school day and/or from school dismissal until 6:00 p.m. daily. Comprehensive after school programs must operate at a 20:1 student/instructor ratio and include three components per day -- academic, enrichment, and recreation.

Academic assistance (literacy, math, and homework assistance) is offered the first hour of the program on days when Extended Learning Activities are offered. Other offered programs, support, and services include exam preparation, homework assistance, tutoring, mentoring programs, reading/math/science/social science activities, and credit reclamation. These grant-funded comprehensive school programs continue to serve approximately 69,000 K-8 students and 7,000 high school students daily.

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ATTACHMENT C-2

Civic Center Permit Disclosures

District School Site	Facility	Start Date	End Date	Times	Organization Name
Maclay MS	One Classroom	1/14/2026	6/10/2026	4:00pm-5:00pm	Child Evangelism Fellowship of SoCal, Inc.

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ATTACHMENT C-3

None

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ATTACHMENT C-4

None

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ATTACHMENT

“B”

COMPARISON GROUP SCHOOLS – Conditions Reasonably Equivalent

Capacity

Facilities made available by LAUSD to Charter School will be provided in the same ratio of teaching stations (classrooms) to in-district classroom average daily attendance (ADA) as those provided to students in LAUSD attending the comparison group schools. The enclosed table shows how LAUSD calculated the ADA-to-classroom ratio for allocating classrooms to Charter School based upon its accepted ADA projection.

"Total Standard Size Classrooms" = All standard size teaching stations (classrooms) at Charter School's comparison group schools, per California Code of Regulations, title 2, section 1859.31, excluding classrooms identified as interim housing. (California Code of Regulations, title 5, section 11969.3(b)(1).) Note, this may be subject to change during any fiscal year due to, without limitation, portable building removals, construction projects, and/or unforeseen events.

"Total Classrooms Provided" = Total Standard Size Classrooms, adjusted to reflect those classrooms provided to non-charter public school graded K-12 students in LAUSD. Not included are unbuilt classrooms; classrooms already used by and/or identified for occupancy by charter schools; out-of-service or unassigned classrooms; classrooms dedicated to preschool, adult education, special education, school police, or other uses besides graded K-12 education; and specialized classroom space and non-teaching station space accounted for under California Code of Regulations, title 5, section 11969.3(b)(2) and (b)(3). Proposed specialized classroom space and non-teaching station space are identified in the enclosed draft Single-Year Co-Location Charter School Facilities Use Agreement(s).

"District ADA" = Classroom average daily attendance (ADA) of graded enrollment at Charter School's comparison group schools.

Condition

Legend:

School Type	Calendar
E = Elementary School	1 = Single Track
EJ = Span Schools (not Magnet)	Other = Other Track (Charter)
ES = Elementary Magnet-Self Contained	
EP = Primary Center	
JS = Middle Magnet-Self Contained	
SS = Senior Magnet-Self Contained	
H = Handicapped (Special Ed)	
J = Middle School	
S = Senior High (Regular School)	
SP = Span Magnet	

COMPARISON GROUP SCHOOLS – Conditions Reasonably Equivalent

As described in the enclosed tables, the proposed site's/sites' facilities are reasonably equivalent to those of the comparison group schools. This description does not imply that LAUSD is proposing to Charter School each kind of facility existing at any comparison group school. Based on new/modernization/upgrade school construction projects completed as part of LAUSD's current bond program, the age (from latest modernization), quality of materials, and state of maintenance at the proposed site are reasonably equivalent to, or better than, those of the comparison group schools, as are the following factors: the condition of the interior and exterior surfaces; the condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes; the availability and condition of technology infrastructure; the condition of the facility as a safe learning environment, including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use; the condition of the facility's furnishings and equipment; and the condition of the athletic fields and/or play area space.

CHARTER SCHOOL'S COMPARISON GROUP SCHOOLS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(a))

LIST AND DESCRIPTION OF COMPARISON GROUP SCHOOLS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(a))
for Bert Corona Charter High

School Name	Site Name	HS Complex	Configuration
Chavez LA ASE	CHAVEZ, CESAR E. LNG ACAD - TCHR PREP	NORTH VALLEY ZOC	9-12
Chavez LA SJ Hum Ac	CHAVEZ, CESAR E. LNG ACAD - TCHR PREP	NORTH VALLEY ZOC	9-12
Chavez LA Tech Prep	CHAVEZ, CESAR E. LNG ACAD - TCHR PREP	NORTH VALLEY ZOC	9-12
San Fernando SH	SAN FERNANDO SH	NORTH VALLEY ZOC	9-12
Sylmar CHS	SYLMAR SH	NORTH VALLEY ZOC	9-12

GROSS CLASSROOM INVENTORY PER CALIFORNIA CODE OF REGULATIONS, TITLE 2, SECTION 1859.31 (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(b)(1))

TATE OF CALIFORNIA
EXISTING SCHOOL BUILDING CAPACITY
AB 50-02 (Rev. 01/01) Excel (Rev. 01/25/2001)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT: OS ANGELES UNIFIED

FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory): 64733

COUNTY: OS ANGELES

HIGH SCHOOL ATTENDANCE AREA (if applicable):

PART I - Classroom Inventory ☐ NEW ☐ ADJUSTED

	K-6	7-8	9-12	Non-Severe	Severe	Total
Line 1. Leased State Relocatable Classrooms	34	20	16			70
Line 2. Portable Classrooms leased less than 5 years	20	11	12			43
Line 3. Interim Housing Portables leased less than 5 years						
Line 4. Interim Housing Portables leased at least 5 years						
Line 5. Portable Classrooms leased at least 5 years			22			22
Line 6. Portable Classrooms owned by district	6,413	773	1,325			8,511
Line 7. Permanent Classrooms	9,829	1,496	4,294	2,000	1,005	18,624
Line 8. Total (Lines 1 through 7)	16,296	2,300	5,669	2,000	1,005	27,270

PART II - Available Classrooms

Option A	K-6	7-8	9-12	Non-Severe	Severe	Total
a. Part I, line 4						
b. Part I, line 5			22			22
c. Part I, line 6	6,413	773	1,325			8,511
d. Part I, line 7	9,829	1,496	4,294	2,000	1,005	18,624
e. Total (a, b, c, & d)	16,242	2,269	5,641	2,000	1,005	27,157

Option B	K-6	7-8	9-12	Non-Severe	Severe	Total
a. Part I, line 8	16,296	2,300	5,669	2,000	1,005	27,270
b. Part I, lines 1,2,5 and 6 (total only)						8,646
c. 25 percent of Part I, line 7 (total only)						4,656
d. Subtract c from b (enter 0 if negative)	2,984	371	635			3,990
e. Total (a minus d)	13,312	1,929	5,034	2,000	1,005	23,280

PART III - Determination of Existing School Building Capacity

	K-6	7-8	9-12	Non-Severe	Severe
Line 1. Classroom capacity	332,800	52,083	135,918	26,000	9,045
Line 2. SER adjustment					
Line 3. Operational Grants	22,316	1,989	10,230		
Line 4. Greater of line 2 or 3	22,316	1,989	10,230		
Line 5. Total of lines 1 and 4	355,116	54,072	146,148	26,000	9,045

I certify, as the District Representative, that the information reported on this form is true and correct and that:
I am designated as an authorized district representative by the governing board of the district; and,
This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC).
In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE: 4-26-01

Printed 5:14 PM 4/25/01

COMPARISON GROUP SCHOOLS — CAPACITY (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(b))

COMPARISON GROUP SCHOOLS – CAPACITY (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(b))
for Bert Corona Charter High

School Name	Site Name	Total Standard Size Classrooms	Total Classrooms Provided	District ADA	ADA To Classrooms Provided
Chavez LA ASE	CHAVEZ, CESAR E. LNG ACAD - TCHR PREP ACADEMY	22	18	368.92	20.5
Chavez LA SJ Hum Ac	CHAVEZ, CESAR E. LNG ACAD - TCHR PREP ACADEMY	19	18	400.83	22.27
Chavez LA Tech Prep	CHAVEZ, CESAR E. LNG ACAD - TCHR PREP ACADEMY	21	16	249.34	15.58
San Fernando SH	SAN FERNANDO SH	103	68	1348.62	19.83
Sylmar CHS	SYLMAR SH	77	57	1173.92	20.6

Average ADA to classrooms provided at comparison group schools: 19.76

COMPARISON GROUP SCHOOLS — CONDITIONS (CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11969.3(c))

School Name	Site Name	Proposed Site	Board District	Region	HS Complex	Configuration
Sylmar CHS	SYLMAR SH		6	N	NORTH VALLEY	9-12
San Fernando SH	SAN FERNANDO SH		6	N	NORTH VALLEY	9-12
Maclay MS	MACLAY MS	X	6	N	NORTH VALLEY	6- 8
Chavez LA S L Hum Ac	CHAVEZ, CESAR E. ARTS ACADEMY		6	N	NORTH VALLEY	9-12
Chavez LA Tech Prep	TCHRTR PREP ACADEMY		6	N	NORTH VALLEY	9-12
Chavez LA ASE	CHAVEZ, CESAR E. ARTS ACADEMY		6	N	NORTH VALLEY	9-12

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Youth Policy Institute Charter Schools (YPICS) - YPICS Regular Board Meeting - Agenda - Monday February 2, 2026 at 6:00 PM

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School Name	Tracks (Calendar)	School Type	Site Total Area (acres)	Site Play Area (acres)	Site Building Area (sf)	Size Classrooms Total Standard	Classroom Size Average (sf)
Sylmar CHS	1	S	30	11.71	347,529	77	1,124
San Fernando SH	1	S	33.16	13.685	296,156	103	1,706
Maclay MS	1	J	17.07	6.68	198,962	51	1,091
Chavez EA Teen Prep	1	S	16.53	37.06	290,329	21	1,088
Chavez LA S Hum Ac	1	S	16.53	57.06	290,329	19	1,207
Chavez LA ASE	1	S	16.53	57.065	290,333	22	1,807

School Name	Site Outdoor Space (acres)	Completed Projects $	Conditions of Furnishings & Equipment	Restrooms Boys/Girls	Restrooms Faculty	Administration	Central Plant
Sylmar CHS	19.57	$48,3	> 1 YEAR	YES	YES	YES	YES
Maclay MS	25.72	$42,2	> 1 YEAR	YES	YES	YES	
San Fernando SH	12.47	$4,6	> 1 YEAR	YES	YES	YES	YES
Chavez EA Tech Prep	12.53	$18,3	> 1 YEAR	YES	YES	YES	YES
Chavez LA S L Hum Ac	12.53	$149,8	> 1 YEAR	YES	YES	YES	
Chavez LA ASF	12.53	$92,5	> 1 YEAR	YES	YES	YES	
		$4,0	> 1 YEAR	YES	YES	YES	
		$2,0	> 1 YEAR	YES	YES	YES	
		$2,0	> 1 YEAR	YES	YES	YES	
		$2

School Name	Chavez LA ASE	Chavez LA Sci Hum Ac	Chavez EA Teen Prep	San Fernando SH	Maclay MS	Sylmar CHS
College/ Career Center	YES				YES	YES
Indoor Serving/ Dining Area						YES
Kitchen	YES	YES	YES	YES	YES	YES
Outdoor Lunch Shelter	YES	YES	YES	YES	YES	YES
Multi-Purpose Room						
Gymnasium	YES		YES	YES	YES	YES
Auditorium	YES	YES	YES	YES	YES	YES

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School Name	Sylmar CHS	San Fernando SH	Maclay MS	Chavez EA Teen Prep	Chavez LA S L Hum Ac	Chavez LA ASF
Gym Lockers Boys/ Girls	YES	YES	YES	YES	YES	YES
Studio Dance						
Band/ Music Room		YES	YES			
Softball Field	YES	YES		YES	YES	YES
Baseball Field	YES	YES		YES	YES	YES
Soccer Field		YES	YES			
Football Field	YES	YES		YES	YES	YES
Stadium Football	YES			YES	YES	YES
Running Track	YES	YES		YES	YES	YES

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School Name	Sylmar CHS	San Fernando SH	Maclay MS	Chavez EA Tech Prep	Chavez LA S L Hum Ac	Chavez LA ASF
Courts Tennis	YES	YES				
Swimming Pool						
Basketball Outdoor	YES	YES	YES	YES	YES	YES
Volleyball Outdoor	YES	YES		YES	YES	YES
Handball Walls	YES		YES			
Quad	YES	YES	YES			
Amphitheatre Outdoor		YES				
Agriculture Garden/	YES	YES	YES			
Dining Capacity	YES	YES	YES	YES	YES	YES

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ATTACHMENT

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FUNDAMENTAL PROVISIONS

SINGLE-YEAR FOOD SERVICES AGREEMENT

CONTRACT #_____

The following fundamental provisions are incorporated into the Single-Year Food Services Agreement ("Agreement"). The provisions shall have the following meanings throughout the Agreement.

(a) LAUSD or District:	Los Angeles Unified School District, a unified school district existing under the laws of the State of California.
(b) Operator:	_____operating that charter school known as _____ ("Charter School"), a California Charter School.
(c) School Site:	Charter School shall be located on the following District School Site: _____.
(d) Term:	The Term of this Agreement shall commence on Charter School's first day of instruction for the 2026-2027 school year, and expire on Charter School's last day of instruction for the 2026-2027 school year or **June 30, 2027**, whichever is sooner, unless terminated otherwise as outlined in this Agreement.
(e) Charter School's Address for Notices:	_____ ATTN: Phone No.: Facsimile No.: Email Address:
(f) LAUSD's Address for Notices:	Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: Director of Food Services Phone No.: 213-241-2993 Facsimile No.: 213-241-4881
(g) Charter School's per meal charge (LAUSD as School Food Authority):	

Grade Level	Breakfast ($)	Lunch ($)	Supper ($)
K - 5	XXX	XXX	XXX
6 - 8	XXX	XXX	XXX
9 - 12	XXX	XXX	XXX

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SINGLE-YEAR FOOD SERVICES AGREEMENT

BY AND BETWEEN

LOS ANGELES UNIFIED SCHOOL DISTRICT,
a unified school district duly organized and existing under the laws of the State of California,

AND

_____,
operating that charter school known as
_____,
a California Charter School

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SINGLE-YEAR FOOD SERVICES AGREEMENT

This Single-Year Food Services Agreement ("Agreement") is made and entered into as of the last date of the full execution of this Agreement (the "Effective Date"), by and between the Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California ("LAUSD" or "District"), and _____, operating that charter school known as _____ ("Charter School") (collectively referred to herein as the "Parties", and individually referred to herein as a "Party"), with reference to the following:

RECITALS

WHEREAS, LAUSD is the owner of and operates public schools to provide a public education to those students residing within its jurisdictional boundaries;

WHEREAS, Charter School has chosen to utilize the District's Food Services Division ("FOOD SERVICES"), a food service program duly formed and existing under the laws of the State of California and United States Department of Agriculture ("USDA"), to provide meals to Charter School's in-district students at the School Site; and

WHEREAS, FOOD SERVICES is listed as the School Food Authority ("SFA") for Charter School, administering the official National School Lunch Program ("NSLP"), School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated programs. FOOD SERVICES will prepare and serve meals that meet the NSLP, School Breakfast Program, Afterschool Program, and Universal Meals Program meal requirements as established by the USDA to Charter School's in-district students;

NOW, THEREFORE for good consideration had and received, and the mutual covenants and obligations contained herein, the Parties agree as follows:

ARTICLE 1. FOOD SERVICES RESPONSIBILITIES

FOOD SERVICES shall comply with the responsibilities set forth in EXHIBIT "A," which is attached hereto and made a part hereof.

ARTICLE 2. CHARTER SCHOOL RESPONSIBILITIES:

Charter School shall comply with the responsibilities set forth in EXHIBIT "B," which is attached hereto and made a part hereof.

ARTICLE 3. COSTS AND PAYMENTS

3.1 DISTRICT'S PER MEAL CHARGE FOR MEALS PROVIDED TO CHARTER SCHOOL STUDENTS. The per meal charge is the difference between the actual costs the District incurs for each meal it provides to Charter School's students at the School Site, and free, reduced, and full-price meal reimbursements for Charter School's eligible students collected by the District.

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The actual costs the District incurs for each meal provided are unique to the circumstances at Charter School and the School Site. Determination of actual meal costs takes various factors into account, including, but not limited to, whether meals are prepared on- or off-site, student enrollment, the total number of meals served, staffing needs, and the number of students who are eligible for free, reduced, and full-price meals. The per-meal amount owed by Charter School to LAUSD is identified in section (g) of the Fundamental Provisions of this Agreement. These amounts are subject to change. Charter School shall pay for the total number of breakfasts, lunches, and suppers delivered by FOOD SERVICES (based on the number of meals Charter School requests), including any meals that were not actually served to Charter School students.

3.2 INVOICE. FOOD SERVICES shall provide Charter School an itemized written invoice no later than the 15th day of each month, covering the period for the prior full month ("Invoice"). FOOD SERVICES reserves the right to adjust prices to reflect changing conditions and costs of service, upon sixty (60) days' advance written notice to Charter School. FOOD SERVICES shall deliver the Invoice to Charter School's address set forth in section (e) of the Fundamental Provisions of this Agreement.

3.3 PAYMENT. Charter School shall pay the District by check or cash within thirty (30) days following the receipt of the Invoice. If Charter School fails to pay any portion, the unpaid amounts shall bear interest at the lesser of: (i) the rate publicly announced from time to time by the largest (as measured by deposits) chartered bank operating in California, as its prime rate, reference rate or other similar benchmark rate, plus two percent (2%), or (ii) the maximum rate then allowed by law ("Interest Rate") from the date such amount is due until the date paid, compounded daily. Charter School shall submit payment to the District's address set forth in section (f) of the Fundamental Provisions of this Agreement. If Charter School does not remit payment to LAUSD within thirty (30) days of Charter School's receipt of the Invoice, FOOD SERVICES may, in addition to pursuing any other legal and/or equitable remedies to which the District may be entitled, immediately stop providing all meal services as set forth in EXHIBIT "A," until and unless payment, with applicable interest, is made in full.

3.4 PAYMENT DISPUTES. If Charter School disputes all or any part of the Invoice, Charter School shall pay the undisputed portion of the charges, and shall deposit the disputed amount into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties, at Charter School's expense. The Parties agree to first attempt to resolve such disputes pursuant to the dispute resolution provisions in Charter School's charter petition, if approved by the District. The disputed amount shall remain in escrow until the payment dispute is resolved either through the dispute resolution process or by a final judgment from a court of competent jurisdiction. Any interest accrued on the escrowed funds shall be allocated to the Parties proportional to the same percentage the disputed payment amount is allocated at the resolution of the dispute.

In such instance where Charter School disputes its obligations to pay all or part of the invoiced amount, Charter School shall provide LAUSD with a notice entitled "Payment Under Protest" stating that Charter School plans to dispute such payment, with proof of deposit of funds into escrow provided by the escrow company. The Payment Under Protest notice shall be provided to LAUSD by the date that payment would have been due. Within thirty (30) days following the

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payment due date, Charter School shall provide another notice to LAUSD specifying in detail why Charter School is not required to pay all or part of such amount.

ARTICLE 4. TERMINATION

This Agreement may be terminated by either Party upon providing thirty (30) days' written notice of intent to terminate to the other Party. Meal services will be provided by FOOD SERVICES, and payments by Charter School will remain due and owing, for the notice period. Termination of this Agreement will not absolve Charter School of any outstanding payment obligations.

ARTICLE 5. AUDITS

FOOD SERVICES shall have access to and the right to examine, audit, excerpt, copy, or transcribe any pertinent records pertaining to services, payments, and students served pursuant to this Agreement. All records shall be kept and maintained by FOOD SERVICES and made available to Charter School during the Term of this Agreement and for a period not less than three (3) years after the date by which final payment is due hereunder by Charter School, in accordance with applicable statutes and regulations.

Should FOOD SERVICES be audited by the California Department of Education ("CDE") or any other governmental entity, FOOD SERVICES and Charter School each shall be responsible for fully complying with such audit requests.

ARTICLE 6. INDEPENDENT CONTRACTOR RELATIONSHIP

LAUSD and Charter School intend and hereby agree and acknowledge that the relationship between LAUSD and Charter School is solely an independent contractor type relationship, and not a principal/agent, partnership, joint venture, employment or master/servant relationship. Charter School and LAUSD are acting on their own behalf and neither is operating as an agent of the other.

ARTICLE 7. COMPLIANCE WITH LAWS AND REGULATIONS

FOOD SERVICES is exclusively responsible for preparing and delivering all breakfasts, lunches, and/or supper meals (unless designated otherwise by Charter School), that meet the NSLP, School Breakfast Program, Afterschool Program, and Universal Meals Program meal requirements, and federal, state, and local statutes and regulations. As such, Charter School shall not discriminate against students who receive free and reduced-price meals in the delivery of any breakfasts, lunches, and/or supper meals provided by FOOD SERVICES, and will ensure Charter School's students are offered the opportunity to participate in the school meal program.

Any penalties, fines, or damages resulting from lack of compliance with federal or state laws or the NSLP, School Breakfast Program, Afterschool Program, or Universal Meals Program meal requirements, in Charter School's performance of the services hereunder are the sole and exclusive responsibility of Charter School. Any penalties, fines, or damages resulting from lack of compliance with federal or state laws or the NSLP, School Breakfast Program, Afterschool

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Program, or Universal Meals Program meal requirements, in LAUSD's performance of the services hereunder are the sole and exclusive responsibility of LAUSD.

Charter School acknowledges that gifts or exchanges of meals are not permitted. Charter School further acknowledges that until a meal is served to a Charter School student, the food prepared by FOOD SERVICES remains the property of the state and federal governments and FOOD SERVICES. Charter School agrees not to sell, give away, or exchange for other goods any District-provided meals or meal components.

ARTICLE 8. GENERAL PROVISIONS

8.1 NOTICES. Except where otherwise indicated in this Agreement, any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery by a representative of the Party giving such notice, or (b) overnight delivery by recognized overnight courier, or (c) United States mail, postage prepaid, registered, or certified mail, or (d) facsimile or email (provided that the same shall be followed by delivery of a copy by one of the other permitted means of delivery). Any such notice or communication shall be deemed to have been delivered either at the time of personal delivery actually received by the addressee or a representative of the addressee at the address provided above; or, in the case of delivery service or certified or registered mail, as of the earlier of the date delivered or the date forty-eight (48) hours following the date deposited in the United States mail, at the address provided herein; or, if by facsimile or email, upon electronic confirmation of receipt. LAUSD and Charter School hereby agree that notices may be given hereunder by the Parties' respective legal counsel and that, if any communication is to be given hereunder by LAUSD's or Charter School's legal counsel, such counsel may communicate directly with all principals as required to comply with the provisions of this Article.

8.2 GOVERNING LAW. This Agreement shall be governed by the laws of the State of California without regard to principles of conflict of law.

8.3 ENTIRE AGREEMENT/AMENDMENT. All Exhibits and Attachments are hereby fully incorporated into this Agreement. This Agreement contains all of the agreements of the Parties with respect to the matters covered hereby, and no prior agreements, oral or written, or understandings or representations of any nature whatsoever pertaining to any such matters shall be effective for any purpose unless expressly incorporated into the provisions of this Agreement. The provisions of this Agreement shall not be amended or altered except by an instrument in writing signed by both Parties.

8.4 WAIVER. No waiver of any provision hereof shall be deemed a waiver of any other provision hereof. Consent to or approval of any act by one of the Parties hereto shall not be deemed to render unnecessary the obtaining of such Party's consent to or approval of any subsequent act, nor shall any custom or practice which may grow between the Parties in the administration of the terms hereof be deemed a waiver of, or in any way affect, the right of LAUSD to insist upon the performance by Charter School in strict accordance with said terms.

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8.5 ASSIGNMENT. This Agreement shall not be assigned to any other person or entity. Subject to the provisions hereof relative to assignment, this Agreement shall be binding upon and inure to the benefit of the heirs, executors, administrators, transferees, successors, and assigns of the respective Parties hereto.

8.6 TIME IS OF THE ESSENCE. Time is of the essence with respect to the performance or observance of each of the obligations, covenants, and agreements under this Agreement.

8.7 INVALIDITY / SEVERABILITY. If any term or provision of this Agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

8.8 CAPTIONS. The captions and headings of this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit, or describe the scope of this Agreement or the intent of any provision hereof.

8.9 COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which may be deemed an original, but all of which together shall constitute one and the same instrument. To facilitate execution, this Agreement may be executed by handwritten signature or by electronic signature and delivered by electronic mail, which shall create a validly executed instrument, in as many counterparts as may be required.

8.10. FORCE MAJEURE. Whenever either Party hereto shall be required by the terms of this Agreement or by law to perform any act, work, labor, or services, or to perform and comply with any laws, rules, orders, ordinances, regulations, or zoning regulations, said Party shall not be deemed to be in default herein and the other Party shall not enforce or exercise any of its rights under this Agreement, if and so long as nonperformance or default herein shall be directly caused by strikes, unavailability of materials, war or national defense preemptions or civil disobedience, governmental restrictions, alien invasion, or other similar causes beyond the reasonable control of the non-performing Party.

8.11 AUTHORIZATION TO SIGN AGREEMENT. If Charter School is a corporation, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with a duly adopted resolution of Charter School's Board of Directors, and that this Agreement is binding upon Charter School in accordance with its terms. If Charter School is a partnership or trust, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with the terms of such entity's partnership agreement or trust agreement, respectively, and that this Agreement is binding upon Charter School in accordance with its terms, and Charter School shall, concurrently with its execution of this Agreement, deliver to LAUSD upon its request such certificates or written assurances from the

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partnership or trust as LAUSD may request authorizing the execution of this Agreement. Each individual executing this Agreement on behalf of LAUSD represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of LAUSD and this Agreement is binding upon LAUSD in accordance with its terms.

8.12 CONTACT. Questions, concerns, or issues regarding daily operations, menu, or compliance, should be addressed to the Area Food Services Supervisor ("AFSS") or School Food Services ("Cafeteria") Manager assigned to the Charter School. If needs are not met, the District Food Services Regional Manager assigned to Charter School shall be contacted at 213-241-2993.

ARTICLE 9. CONFIDENTIALITY.

The District shall maintain the confidentiality of all Charter School student personally identifiable information in accordance with the terms of that certain Data Use Agreement entered into between the District and Charter School, attached hereto as EXHIBIT "C" and made a part hereof.

ARTICLE 10. INDEMNITY.

Charter School shall indemnify, defend, and hold harmless the District and its Board Members, administrators, employees, agents, attorneys, and contractors (collectively, "Indemnitees") against all liability, loss, damage, and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, whether such loss, expense, damage, or liability was proximately caused in whole or in part by the negligent or willful act of or omission by Charter School, including, without limitation, its agents, employees, subcontractors, or anyone employed directly or indirectly by it.

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement:

LAUSD:

LOS ANGELES UNIFIED SCHOOL DISTRICT

By _____ Date: _____
Name _____
Title _____

CHARTER SCHOOL:

XXXXXXXX SCHOOL
By _____ Date: _____
Name _____
Title Principal, Charter School_

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EXHIBIT "A"
FOOD SERVICES RESPONSIBILITIES

1. FOOD SERVICES will serve as the School Food Authority ("SFA") for Charter School, administering the official National School Lunch Program ("NSLP"), School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated meals programs. FOOD SERVICES will be responsible for establishing student meal eligibilities, serving meals to students in a manner that conforms to federal, state, and local health department codes, and meets the requirements established by the United States Department of Agriculture ("USDA") and the California Department of Education ("CDE"). All accounting for meals in the proper eligibility categories and filing of meal reimbursement claims directly with the CDE will be the responsibility of FOOD SERVICES. Upon FOOD SERVICES' receipt of Direct Certification ("DC") results from Charter School, FOOD SERVICES shall use such information to include Charter School in the Community Eligibility Provision ("CEP").

2. FOOD SERVICES shall prepare and serve all breakfasts, lunches, and/or supper meals (unless directed otherwise by Charter School), which meet the requirements of the NLSP, School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated meals programs. Breakfasts, lunches, and suppers (as applicable) must comply with the nutritional standards for breakfasts, lunches, and/or suppers as established by the USDA.

3. FOOD SERVICES shall determine the appropriate meal programs for Charter School's participation, including, but not limited to, Provision 2, Provision 3, CEP, Afterschool Programs, summer feeding programs, Breakfast in the Classroom, Universal Meals Program, and all other associated meals programs. Participation is determined by numerous factors, such as school meal participation, student free/reduced-price eligibility, student enrollment, and CDE regulations.

4. FOOD SERVICES shall maintain all necessary records as required by the regulatory guidelines for a SFA, and make said records available for inspection by state and federal authorities upon request. Data and records will be kept on the nutritional analysis and quantities of the breakfasts, lunches, and suppers (as applicable) delivered to Charter School's students.

5. FOOD SERVICES will provide reports to Charter School as reasonably requested by Charter School, or otherwise as reasonably necessary for Charter School to prepare reports and information to meet its needs. No meal eligibility codes representing students' eligibility for free/reduced-price meal programs will be released or shared unless required by law. Charter School shall have access to supporting documentation regarding Charter School's students at all times, to the extent allowed by law. If Charter School needs access to supporting documentation, a request must be submitted to FOOD SERVICES in writing at least four (4) weeks in advance, for FOOD SERVICES to prepare for distribution.

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6. FOOD SERVICES shall provide all the necessary paper goods, service ware, and service equipment needed for the operation for all Charter School students purchasing food provided by FOOD SERVICES.

7. FOOD SERVICES shall prepare and/or deliver the breakfasts, lunches, and/or supper meals (as applicable) to the Cafeteria of the School Site identified in section (c) of the Fundamental Provisions of this Agreement ("CAFETERIA"). The CAFETERIA shall maintain the appropriate State and local health certifications for the facility and staff. FOOD SERVICES reserves the right to change the location of the CAFETERIA, when necessary (e.g., in cases of emergency or during renovations), to another area. FOOD SERVICES will notify Charter School of the new location at or before the time meals are delivered to the School Site.

8. FOOD SERVICES shall prepare and/or deliver meals for Charter School, except on days when LAUSD is not in operation, such as federal holidays, or other days the School Site is not in session. Charter School may choose to receive services hereunder on LAUSD non-operating days, in which case the services will carry the cost of double time and a half for FOOD SERVICES staff. In order to receive services hereunder by FOOD SERVICES on non-LAUSD operating days, Charter School must provide written notification to the CAFETERIA Manager at least ten (10) working days in advance. Failure to provide written notification at least ten (10) working days in advance may result in staff not being available on the non-LAUSD operating day(s) to provide service.

9. FOOD SERVICES shall provide to Charter School, no later than one (1) week prior to the end of each month, a monthly menu of the breakfasts, lunches, and/or suppers (as applicable) being offered in the upcoming month. This information will also be available on the FOOD SERVICES website: http://cafe-la.lausd.net.

10. When requested by Charter School, FOOD SERVICES shall provide Charter School with sack lunches and/or breakfasts for field trips and other special outings which meet the NSLP, School Breakfast Program, and Universal Meal Program meal requirements. Charter School must provide a request in writing to the CAFETERIA Manager at least fifteen (15) working days in advance of the event for which the sack lunches and/or breakfasts are needed. Failure to provide the written request at least fifteen (15) days in advance may result in the unavailability of sack lunches and/or breakfasts at the event.

11. FOOD SERVICES shall be responsible for all equipment, supplies, food, and paper goods delivered to the CAFETERIA. FOOD SERVICES will be responsible for the replacement of all kitchen and service equipment, as needed, unless replacement of equipment is needed as a result of Charter School's authorized or unauthorized use of the CAFETERIA.

12. Upon request by Charter School, FOOD SERVICES may provide additional staff to serve lunches and/or breakfasts, pursuant to the Staffing Section and the salary and benefits specifications. Charter School shall pay actual labor and benefits related to its request for additional FOOD SERVICES staff.

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13. If Charter School would like to utilize the School Site's CAFETERIA and/or kitchen facilities after normal operations for a special event, the "Use of Cafeteria/Kitchen Facilities" form (available at Request for Use of Cafeteria/Kitchen Facilities) must be submitted at least ten (10) business days prior to the special event. If the request is approved, an employee of FOOD SERVICES will be required to be present to supervise the use of the kitchen, and fees will apply.

14. In the event of emergencies, FOOD SERVICES will make every effort to provide services hereunder, including, but not limited to, continuing meal service during the normal school periods where it is safe for our staff and students. Charter School may request extra services, or service outside of the normal course of operations, to its students, staff, and site personnel in emergency circumstances, in which case a fee equal to FOOD SERVICES' reasonable, actual, out-of-pocket costs for these services will apply. Emergencies include, but are not limited to, the following: lockdowns, power outages, earthquakes, and any unplanned event that is a disruption to normal food services schedules.

15. Placement of FOOD SERVICES staff at the School Site will be in accordance with the District's Personnel Commission ("PC") rules, and District policies and procedures. FOOD SERVICES staff working at the School Site will have met all District and PC requirements for Tuberculosis, Background Checks, and Food Service requirements (e.g., Annual Food Handlers Certificates, and Sanitation and Safety Certifications for Managers and Senior Food Service Workers). It is FOOD SERVICES' responsibility to ensure that its entire staff meets these requirements.

16. FOOD SERVICES staff work for LAUSD and receive direction from FOOD SERVICES Administration. Performance Management and day-to-day personnel issues will be handled by the Area Food Services Supervisor ("AFSS") and/or FOOD SERVICES Manager. Input from Charter School's Administration/Principal may be discussed with the AFSS and/or FOOD SERVICES Manager. LAUSD employee disciplinary documentation, mentoring, and coaching will be administered by the AFSS and/or FOOD SERVICES.

17. FOOD SERVICES will utilize the District's Maintenance and Operations custodial crew to clean up after each meal at the School Site.

18. FOOD SERVICES offers catering services and may offer these services to Charter School upon request separately from this Agreement.

19. If and when this Agreement terminates, FOOD SERVICES shall assume possession and ownership of all unused goods and supplies at the School Site, including, but not limited to, small wares, foods, produce, and paper supplies.

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EXHIBIT "B"
CHARTER SCHOOL RESPONSIBILITIES

1. In accordance with the National School Lunch Program ("NSLP"), Charter School acknowledges that all eligible students must be provided with one nutritionally adequate meal per day. Additionally, in accordance with the Universal Meals Program, Charter School acknowledges that two nutritiously adequate school meals (breakfast and lunch) must be provided free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal. Charter School shall conduct Direct Certification ("DC") to determine its students' eligibilities for free and reduced-price meals, as legally required, using data from California Longitudinal Pupil Achievement Data System ("CALPADS") and the Department of Public Social Services ("DPSS"), and provide such certification results to FOOD SERVICES for use in including Charter School in the Community Eligibility Provision ("CEP"). (Charter School acknowledges that FOOD SERVICES will not be distributing, collecting, or processing meal applications, and Charter School shall be responsible for the distribution, collection, and processing of alternate income forms for LCFF purposes.)

2. Charter School will provide FOOD SERVICES with updated Charter School student enrollment information as needed (but not less than daily).

3. Charter School shall notify FOOD SERVICES staff located at the Cafeteria of the School Site identified in section (c) of the Fundamental Provisions of this Agreement ("CAFETERIA") of the number of breakfasts needed for Charter School students by no later than 1:30 p.m. on the previous school day, and the number of lunches needed for Charter School students no later than four (4) hours before lunch meal service on each school day.

4. Charter School shall provide a written request to FOOD SERVICES to provide Charter School with sack lunches and/or breakfasts for field trips and other special outings that meet the NSLP, School Breakfast Program, and Universal Meal Program meal requirements at least twenty (20) working days in advance of the event to the FOOD SERVICES Manager. The cost per sack lunch and/or breakfast shall remain the same as the cost per meal for the regular lunches and/or breakfasts. Charter School shall be responsible for maintaining the appropriate temperature of lunches and breakfasts served on those field trips and outings.

5. If, upon Charter School's request, FOOD SERVICES provides meals to any person outside of Charter School's student population (e.g., parents, faculty, site administrators, and personnel, etc.), Charter School shall pay the a la carte prices for items served. The a la carte price listing is available on the FOOD SERVICES website at http://cafe-la.lausd.net. A la carte meal prices are subject to change.

6. At least thirty (30) working days prior to the start of the Term, Charter School must provide to FOOD SERVICES a student enrollment roster and thereafter update and

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maintain all of its students' information, so that FOOD SERVICES can provide meals through the point of service system or checklist with Charter School student data required for the District to receive, verify, and record Charter School students' eligibility information. Charter School student information provided must include, at a minimum, the student's first and last name, birthdate, gender, homeroom, site assigned, home address, and eligibility for free or reduced-price meals in the prior year.

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EXHIBIT "C"

DATA USE AGREEMENT
BETWEEN
(_____) AND
LOS ANGELES UNIFIED SCHOOL DISTRICT
FOR
THE DISCLOSURE OF EDUCATION RECORDS FOR FOOD SERVICES

This Data Use Agreement ("Agreement") is entered into on _____("Effective Date") between the Los Angeles Unified School District ("LAUSD" or "District"), a California public school district, and (_____), a California non-profit corporation, operating a California public charter school known as (_____) ("Charter School"), located at (_____), collectively referred to herein as the "Parties."

RECITALS

WHEREAS, Charter School is a California public entity subject to all state and federal laws governing personally identifiable information in education records, including but not limited to relevant provisions of the California Education Code and the Family Educational Rights and Privacy Act ("FERPA");

WHEREAS, Charter School has chosen to utilize the District's Food Services Division ("FOOD SERVICES"), a food service program duly formed and existing under the laws of the State of California and United States Department of Agriculture ("USDA"), to provide meals to Charter School's in-district students at the School Site identified in the Parties' Food Services Agreement;

WHEREAS, FOOD SERVICES is listed as the School Food Authority ("SFA") for Charter School, administering the official National School Lunch Program ("NSLP"), School Breakfast Program, Afterschool Program, Universal Meals Program, and all other associated programs; and

WHEREAS, the District and Charter School desire to set forth the terms and conditions for sharing student data in compliance with state and federal laws and regulations in a Data Use Agreement.

THEREFORE, the Parties hereto agree as follows:

1. PURPOSE

1.1 The purpose of this Agreement is to allow for Charter School to provide the

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District with personally identifiable information ("PII") from student education records ("student data") without written parental consent so that the District may perform, inter alia, the following institutional services or functions otherwise performed by Charter School, specifically serving meals to in-district students who are enrolled at the Charter School.

1.2 This Agreement is meant to ensure that the District adheres to the requirements concerning the use of PII and student data protected under FERPA; United States Code, title 20, section 1232g; Code of Federal Regulations, title 34, part 99; and Education Code sections 49060-49085.

1.3 Code of Federal Regulations, title 34, section 99.30 and Education Code section 49076(a) require the consent of the education rights holder prior to the release of PII from the education record of a student. An exception to the consent requirement is provided for in Code of Federal Regulations, title 34, section 99.31(a)(1)(i) and Education Code section 49076(a)(2)(G)(i) for contractors "performing institutional services or functions otherwise performed by school employees." These contractors are considered "school officials" under FERPA and the Education Code.

1.4 This Agreement does not necessarily describe the complete nature of all interactions between the District and Charter School. Rather, this Agreement pertains to the disclosure of PII from education records only. However, insofar as it pertains to the subject matter of this Agreement, this Agreement takes precedence over any inconsistencies with any other agreements.

2. CHARTER SCHOOL DUTIES

Charter School will provide the following student data in compliance with FERPA; United States Code, title 20, section 1232g; Code of Federal Regulations, title 34, part 99; and Education Code sections 49060-49085: student's full name, birthdate, student local identification number and Statewide Student Identifier ("SSID"), gender, homeroom, site assigned, home address, eligibility for free or reduced-price meals in the prior year, and program under which the student is eligible for free or reduced-price meals (CalFresh, MediCal, etc.).

3. DISTRICT DUTIES

3.1 The District shall perform the following duties in regard to any student data it obtains:

3.1.1 Not disclose the information to any other party without the consent of the parent or eligible student;

3.1.2 Use the data for no purpose other than the work stated in this Agreement;

3.1.3 Allow Charter School access to any relevant records for purposes of completing authorized audits;

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3.1.4 Require all employees, contractors, and agents of any kind to comply with all applicable provisions of FERPA and other federal and California laws with respect to the data shared under this Agreement;

3.1.5 Designate in writing a single authorized representative able to request data under this Agreement. The authorized representative shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this Agreement, including confirmation of the completion of any projects and the return or destruction of data as required by this Agreement. Charter School or its agents may, upon request, review the records required to be kept under this section;

3.1.6 Maintain all data obtained pursuant to this Agreement in a secure computer environment and not copy, reproduce, or transmit data obtained pursuant to this Agreement except as necessary to fulfill the purpose of this Agreement. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from District to any other institution or entity; and

3.1.7 Retain all PII until it is no longer needed for the purpose for which it was obtained. The District shall promptly return or destroy all PII upon termination of this Agreement pursuant to Section 5.2 or once it is no longer needed for the purposes for which it was provided under this Agreement.

3.2 The District shall implement the following additional safeguards for Charter School information:

3.2.1 The District will not (i) sell information, including PII; or (ii) disclose PII without Charter School's written permission;

3.2.2 The District will store and process PII in accordance with industry best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use. Such measures will be no less protective than those used to secure District's own data of a similar type, and in no event less than reasonable in view of the type and nature of the data involved; and

3.2.3 PII will not be stored outside the United States without prior written consent from Charter School.

3.3 If the District will (1) provide cloud-based services which will involve digital storage of pupil records or (2) provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use pupil

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records, then, the following requirements in compliance with Education Code section 49073.1 pertain:

3.3.1 The pupil records continue to be the property of and under the control of Charter School;

3.3.2 In order for a parent, legal guardian, or eligible pupil to review PII in the pupil's records and correct erroneous information, the District shall refer requestor to pupil's school site.

3.3.3 The District shall take the following actions, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records:

The District shall comply with its internal policies and practices for complying with laws and regulations protecting pupil records.

3.3.4 The District shall use the following procedure for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records:

The District shall contact Charter School Administrator within forty-eight (48) hours of discovery of the unauthorized disclosure. Charter School shall then be responsible for reporting the unauthorized disclosure to affected parent, legal guardian, or eligible pupil.

3.3.5 The District shall not use pupil records for any purpose other than those specified herein.

3.4 Additional District Duties Pertaining to Personally Identifiable Information

3.4.1 In addition to any District obligations stated elsewhere in this Agreement, the District shall notify Charter School in writing as soon as possible, but in no event more than two (2) business days, after the District becomes aware of any breach of or security incident involving Charter School's PII. The District shall be deemed to be aware of any breach or security incident as of the first day on which such breach or security incident is known or reasonably should have been known to its officers, employees, agents or subcontractors. The District shall identify as soon as practicable each individual whose unsecured PII has been, or is reasonably believed by the District to have been, accessed, acquired, or disclosed during such breach or security incident. The District shall cooperate in good faith with Charter School in the investigation of any breach or security incident.

3.4.2 The District shall take prompt corrective action to remedy any breach or security incident, mitigate, to the extent practicable, any harmful effect of a use

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or disclosure of PII, and take any other action required by applicable federal and state laws and regulations pertaining to such breach or security incident.

3.4.3 The District will provide written notice to Charter School as soon as possible but no later than twenty (20) calendar days after discovery of the breach or security incident of the actions taken by the District to mitigate any harmful effect of such breach or security incident and the corrective action District has taken or shall take to prevent future similar breaches or security incidents. Upon Charter School's request, the District will also provide to Charter School a copy of the District's policies and procedures that pertain to the breach or security incident involving Charter School's PII, including procedures for curing any material breach of this Agreement.

3.4.4 The District shall make reasonable efforts to trace lost or translate indecipherable transmissions. Charter School shall bear all costs associated with the recreation of incomplete, lost or indecipherable transmissions if such loss is the result of an act or omission of Charter School. The District shall bear all costs associated with the recreation of incomplete, lost, or indecipherable transmissions if such loss is the result of an act or omission of the District.

3.4.5 The District shall take appropriate security measures to protect the confidentiality, integrity, and availability of Charter School's PII that it creates, receives, maintains, or transmits on behalf of Charter School and to prevent any use or disclosure of Charter School's PII other than as provided by this Agreement.

4. AUTHORIZATION FOR TRANSFER OF DATA.

4.1 Charter School hereby authorizes the District to receive the student data listed in Section 2.

4.2 Charter School maintains sole responsibility for ensuring the accuracy and integrity of student data provided to the District.

5. TERM

5.1 This Agreement shall be effective on the date the last party signs and shall be coterminous with the Parties' Food Services Agreement.

5.2 Charter School may terminate this Agreement for cause upon sixty (60) days' advance written notice to the District.

6. NOTICES

6.1 All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier,

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electronic mail, facsimile, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

6.2 Notices shall be delivered to the following:

DISTRICT:	CHARTER SCHOOL:
Attention: Director of Food Services Food Services Division 333 South Beaudry Avenue Los Angeles, CA 90017 Phone no.: 213-241-2993	Attention: Email:

7. INDEMNIFICATION

Charter School shall indemnify, defend and hold harmless the District and its Board Members, administrators, employees, agents, attorneys, and contractors (collectively, "Indemnitees") against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, whether such loss, expense, damage, or liability was proximately caused in whole or in part by the negligent or willful act or omission by Charter School, including, without limitation, its agents, employees, subcontractors, or anyone employed directly or indirectly by it.

8. ENTIRE AGREEMENT

This Agreement and any exhibits attached hereto constitute the entire agreement between the parties to the Agreement and supersede any prior or contemporaneous written or oral understanding or agreement regarding the subject matter of this Agreement, and may be amended only by written amendment executed by both parties to this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the last day noted below.

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____ Date: _____

Title/Position: _____

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(_____)

By: _____ Date: _____

Title/Position: _____

DRAFT

Powered by BoardOnTrack

Coversheet

Consent Items- YPICS SARC Reports and ASES GANS

Section: IV. Consent Agenda Items
Item: B. Consent Items- YPICS SARC Reports and ASES GANS
Purpose: Vote
Submitted by:
Related Material:
Bert_Corona_Charter_School_ASES_FY_25-26_GAN_(2)_signed (1).pdf
Monsenor_Oscar_Romero_Charter_School-ASES_GANs-19-23939-C0931-EZ_(1)_signed (2).pdf
2025_School_Accountability_Report_Card_Bert_Corona_Charter_High_School_20260130.pdf
2025_School_Accountability_Report_Card_Monsenor_Oscar_Romero_Charter_Middle_School_20260130 (1).pdf
2025_School_Accountability_Report_Card_Bert_Corona_Charter_School_20260130 (1).pdf

California Department of Education
AO-400 (REV. 10/2024)

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
Yvette King-Berg, Executive Director Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331	FY	PCA	Service Location	Suffix
	2025–26	23939	C0654	EZ
Attention Expanded Learning Program Coordinator	INDEX		County Code	
Email ykingberg@ypics.org	0150		19	
Telephone 818-834-5805	STANDARDIZED ACCOUNT CODE STRUCTURE			
Grantee Unique Entity ID (UEI)	Resource Code		Revenue Object Code	
Program Office Expanded Learning Division	6010		8590	
Name of Grant Program After School Education and Safety Program				

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$203,482.84		$203,482.84		7/1/2025	6/30/2026

ALN	Federal Award ID Number	Federal Grant Name	Federal Agency

I am pleased to inform you that you have been funded for the After School Education and Safety (ASES) Program.

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

By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please contact the analyst listed below immediately to discuss other signing options.

Please email the signed Grant Award Notification (AO-400) to Anna Lee at AnLee@cde.ca.gov.

California Department of Education **Contact** Ms. Anna Lee	**Job Title** Associate Governmental Program Analyst
E-mail Address AnLee@cde.ca.gov	**Telephone** 916-327-5928
Authorized by the State Superintendent of Public Instruction or Designee Tony Thurmond	**Date** December 17, 2025

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.

Printed Name of Authorized Agent Yvette King-Berg	**Title** Executive Director
E-mail Address ykingberg@ypics.org	**Telephone** (818)305-2791
Signature Yvette King-Berg box SIGN 1823V971-1X9WL853	**Date** Jan 16, 2026

CDE Grant Number: 2025–26 19-23939-C654-EZ

Grant Award Notification (Continued)

After School Education and Safety Grant

The purpose of the ASES Program is to create incentives for establishing locally driven Expanded Learning Programs, including after school programs, that partner with public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools; governmental agencies; individuals from community-based organizations; and the private sector.

After School Education and Safety Grant Renewal Process

Applicants awarded an ASES grant will receive a three-year renewable grant awarded in one-year increments provided that the assurances and program requirements have been met and the state budget is approved (California *Education Code* Section 8482.4[c]). Continuation of the grant after the initial three-year grant period is contingent upon meeting all of the administrative program requirements—including attendance, expenditure, and evaluation data reporting.

Grantees are required to reapply for their grant every three years through the ASES renewal application process. Current grantees may verify the grant cycle of their program on the CDE ASES Renewal Cycles web page at https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp.

Payments

Payments will be issued in three increments each year (California *Education Code* Section 8482.4[f]).

Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
65 percent payment	A payment will be processed within 30 days of returning the signed AO-400 to the CDE.
25 percent payment	On receipt of first semiannual attendance reports, first and second quarter expenditure reports (October–December), and all other required reports by January 31.
10 percent payment	On receipt of second semiannual attendance reports, third and fourth quarter expenditure reports (April–June), and all other required reports by July 31.

California Department of Education
AO-400 (REV. 10/2024)

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
Yvette King-Berg, Executive Director Monsenor Oscar Romero Charter School 1157 South Berendo Street Los Angeles, CA 90006	FY	PCA	Service Location	Suffix
	2025–26	23939	C0931	EZ
Attention Expanded Learning Program Coordinator	INDEX		County Code	
Email ykingberg@ypiusa.org	0150		19	
Telephone 818-726-8883	STANDARDIZED ACCOUNT CODE STRUCTURE			
Grantee Unique Entity ID (UEI)	Resource Code		Revenue Object Code	
Program Office Expanded Learning Division	6010		8590	
Name of Grant Program After School Education and Safety Program				

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$203,482.84		$203,482.84		7/1/2025	6/30/2026

ALN	Federal Award ID Number	Federal Grant Name	Federal Agency

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

By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please contact the analyst listed below immediately to discuss other signing options.

Please email the signed Grant Award Notification (AO-400) to Jacqueline Burnett at JBurnett@cde.ca.gov.

California Department of Education Contact	Job Title	
Ms. Jacqueline Burnett	Associate Governmental Program Analyst	
E-mail Address JBurnett@cde.ca.gov		**Telephone** 916-319-0719
Authorized by the State Superintendent of Public Instruction or Designee Tony Thurmond		**Date** December 17, 2025

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.

Printed Name of Authorized Agent	Title	
Yvette King-Berg	Executive Director	
E-mail Address ykingberg@ypics.org		**Telephone** 818-305-2791
Signature Yvette King-Berg		**Date** Jan 16, 2026

box SIGN 1823v971-4Q6KXWK2

CDE Grant Number: 2025–26 19-23939-C931-EZ

Grant Award Notification (Continued)

After School Education and Safety Grant

The purpose of the ASES Program is to create incentives for establishing locally driven Expanded Learning Programs, including after school programs, that partner with public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools; governmental agencies; individuals from community-based organizations; and the private sector.

After School Education and Safety Grant Renewal Process

Applicants awarded an ASES grant will receive a three-year renewable grant awarded in one-year increments provided that the assurances and program requirements have been met and the state budget is approved (California *Education Code* Section 8482.4[c]). Continuation of the grant after the initial three-year grant period is contingent upon meeting all of the administrative program requirements—including attendance, expenditure, and evaluation data reporting.

Grantees are required to reapply for their grant every three years through the ASES renewal application process. Current grantees may verify the grant cycle of their program on the CDE ASES Renewal Cycles web page at https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp.

Payments

Payments will be issued in three increments each year (California *Education Code* Section 8482.4[f]).

Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
65 percent payment	A payment will be processed within 30 days of returning the signed AO-400 to the CDE.
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10 percent payment	On receipt of second semiannual attendance reports, third and fourth quarter expenditure reports (April–June), and all other required reports by July 31.

Bert Corona Charter High School (BCCHS)

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Bert Corona Charter High School (BCCHS)
Street	12513 Gain St.
City, State, Zip	Pacoima, CA 91331-1628
Phone Number	(818) 480-6810
Principal	Max Garcia
Email Address	mrmgarcia@coronacharter.org
School Website	http://bcchs.ypics.org/
Grade Span	9-12
County-District-School (CDS) Code	19647330132126

2025-26 District Contact Information

District Name	Bert Corona Charter High School
Phone Number	(818) 834-5805
Superintendent	Yvette King-Berg
Email Address	ykingberg@ypics.org
District Website	http://ypics.org

2025-26 School Description and Mission Statement

Bert Corona Charter High is a public charter school authorized by Los Angeles Unified School District to serve the East San Fernando Valley, a cohesive community within the City of Los Angeles. BCCHS ensures that high school students of the Pacoima community have access to a small high school in their neighborhood, and allows them continued support in overcoming barriers and empowers them to succeed well beyond high school.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. Bert Corona Charter High School offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology

2025-26 School Description and Mission Statement

integrated curriculum, a personalized learning environment, and family-school community partnerships.

The mission of Bert Corona Charter High School is to educate, train and produce California's Future Leaders. Inspired by the life and work of Bert Corona as a labor and civil rights leader, students at Bert Corona Charter School will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of Bert Corona Charter High School will prepare them for the rigors of the worlds of college and career.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	56
Grade 10	57
Grade 11	51
Grade 12	56
Total Enrollment	220

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.4
Male	58.6
Black or African American	1.8
Filipino	0.5
Hispanic or Latino	95.9
White	1.8
English Learners	26.4
Homeless	0.5
Socioeconomically Disadvantaged	94.5
Students with Disabilities	28.2

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.9	45.36	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	0	0	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	34.79	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	2.5	19.69	1009.3	3.68	15831.9	5.67
Total Teaching Positions	13	100	27426.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.4	45.66	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.9	21.23	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	24.29	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	1.2	8.76	971.5	3.59	14303.8	5.15
Total Teaching Positions	14	100	27077.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.6	69.91	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	7.11	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.9	14.43	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	1.1	8.48	613.6	2.27	13705.8	4.91
Total Teaching Positions	13.7	100	27031.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.8
Misassignments	4.50	2.9	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.50	2.9	0.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.7	1.9
Local Assignment Options	0.00	0.6	0
Total Out-of-Field Teachers	0.00	3.4	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44	19.6	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.5	14.3	1

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The materials purchased by BCCHS are all on the State Board of Education (SBE) list of approved instructional materials or College Board approved materials, and the school continues to purchase sufficient materials to ensure a textbook or other related materials for each student at each grade level, 9 – 12. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the schools have supplemented the last adoptionwith appropriate resources to ensure the relevance of content.

SB 820 modified the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide internet access. The bill also changes the sufficiency requirements of EC §60119. To reflect these changes, “technology-based instructional materials” have been added to instructional materials list.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Changing Hearts and Minds - UCCI English 12 Designing the American Dream- UCCI English 11 Get Reel: English Through Your Lens - UCCI English 10 Language Takes the Stage- UCCI English 9 The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	0%
Mathematics	Da Vinci Algebra 1, Geometry + Computer Visualization/Simulation, Algebra 2 for the 21st Century The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CCTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	0%
Science	Biology and Community Health, Chemistry and Environmental Engineering: Water We Doing? Physics and Engineering: Motion By Design The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	0%

History-Social Science	World History By Design US History and Public Health US Government The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	0%
Foreign Language	Avancemos 1, Avancemos 2, Duo Lingo, and teacher-created curriculum resources aligned to CA standards	0%
Health	Teacher-created curriculum resources aligned to CA standards.	0%
Visual and Performing Arts	Teacher-created curriculum resources aligned to CA CTE standards. All materials provided as specified in the UC Doorways approved and posted syllabi.	0%
Science Laboratory Equipment (grades 9-12)	All students have access to a fully resourced wet lab for science investigations/labs.	0%

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	33	43	46	47	48
Mathematics (grades 3-8 and 11)	5	6	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	51	98.08	1.92	33.33
Female	25	24	96.00	4.00	41.67
Male	27	27	100.00	0.00	25.93
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	31.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	49	100.00	0.00	34.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	35.71

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	51	98.08	1.92	5.88
Female	25	24	96.00	4.00	4.17
Male	27	27	100.00	0.00	7.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	4.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	49	100.00	0.00	6.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.16	16.33	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	147	99.32	0.68	16.33
Female	67	67	100.00	0.00	11.94
Male	81	80	98.77	1.23	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	141	99.30	0.70	16.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	43	43	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	143	99.31	0.69	16.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	10.53

2024-25 Career Technical Education Programs

Bert Corona Charter High School currently offers a Visual and Media Arts from the Arts, Media and Entertainment pathway of the CA Career Technical Education Framework. The course of study for the course series is taught by a CTE-credentialed teacher. The pathway consists of the following three courses:
1 – Foundations in Visual and Media Art
2 – Visual Arts II
3 – Visual and Media Arts III
The learning outcomes for these courses were adapted from the CA Arts Education Framework and the CTE Standards for the Arts, Media and Entertainment Sector. Additionally, all courses in the pathway are approved by the Regents of California to apply toward admission to both the University of California (UC) and California State University (CSU) systems.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	15.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	76.79

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	TBD	TBD	TBD	TBD	TBD

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are engaged at Bert Corona Charter High School in a variety of ways. First, parent participate in the our School Advisory Council (SAC)/EL Parent Advisory Committee (EL-PAC). The School Advisory Council/EL-PAC discusses the academic, operational, and cultural initiatives of the school and votes to adopt/approve significant changes to the school's programming. In addition, monthly parent information (Coffee with the Directors) are held every month so parents can ask

2025-26 Opportunities for Parental Involvement

questions and speak directly to school administrators and staff. Next, all parents have individual parent conferences with staff each semester to discuss their student growth academically and socially. Parents are also encourage to support athletic events, and in service projects created by students in the school's Advisory Program. Finally, parents participate in variety of workshops sponsored by staff and community partners on topic about steps to college, including the application process, and other relevant topics for parents and our community.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.5	5.7	3.5	8.5	6.5	7.3	8.2	8.9	8
Graduation Rate	92.5	90.6	96.5	86.1	88.5	88.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	57	55	96.5
Female	19	19	100.0
Male	38	36	94.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	56	54	96.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	17	16	94.1
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	57	55	96.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	18	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	247	239	79	33.1
Female	103	101	39	38.6
Male	144	138	40	29.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	237	229	76	33.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	66	64	23	35.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	233	228	78	34.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	71	23	32.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.81	1.27	4.45	0.55	0.6	0.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.45	0.00
Female	6.80	0.00
Male	2.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.06	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

As a Prop 39 co-located school, Bert Corona Charter High School follows the Comprehensive School Safety Plan developed by the host school, LAUSD's Maclay Middle School. Bert Corona Charter High School participates with Maclay MS in all safety and emergency drills, and has access to all emergency supplies provided to the school site. The key elements of the safety plan (drill procedures, exit routes, access to first aid) and the Instructional Continuity Plan (ICP) are covered with staff and students at the beginning of each school year, and the host site develops and revises as needed, by the March 1st annual deadline.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	10	3	0
Mathematics	15	13	4	0
Science	17	8	1	1
Social Science	19	4	4	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	1	
Mathematics	20	7	4	
Science	22	6	3	
Social Science	24	2	5	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	15	2	
Mathematics	20	8	3	
Science	22	4	3	
Social Science	23	2	5	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	217

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,141.78	$7,006.24	$15,135.54	$71,090.28
District	N/A	N/A	8355	$90,557
Percent Difference - School Site and District	N/A	N/A	57.7	-18.1
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	33.7	-28.4

Fiscal Year 2024-25 Types of Services Funded

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk. We offer schoolwide programs that meet the needs of all students. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,130	$60,863
Mid-Range Teacher Salary	$89,655	$93,575
Highest Teacher Salary	$111,314	$125,548
Average Principal Salary (Elementary)	$130,917	$157,645
Average Principal Salary (Middle)	$143,032	$165,341
Average Principal Salary (High)	$145,310	$182,580
Superintendent Salary	$440,000	$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	2
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

The 2024-25 school year professional development was designed to deepen the knowledge of teachers and school leaders. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, students with disabilities, and socioeconomically disadvantaged students

Professional development included:

- YPICS Teacher Effectiveness Framework
- WASC Accreditation

Professional Development

- Classroom Management & Classroom Culture
- RELAY Graduate Schools of Education – Units, Standards, and Assessments
- Effective instructional planning and the development of rubrics
- Standards-based Grading (SBG)
- Supporting students with IEPs and grading
- Differentiation in the classroom to support ALL students
- Emergency Procedures and School Safety
- Parent Communication & Building Relationships with Families
- Reducing Chronic Absenteeism
- Project-based Learning (PBL)
- Community Service
- California Community Schools Partnership Program (CSSPP)
- Expanded Learning Opportunities Program (ELOP) Grant
- School-wide Positive Behavior Interventions and Supports (SWPBIS) & Tiered Fidelity Inventory (TFI)
- Multi-Tiered System of Support (MTSS)
- Ripple Effects [Social and Emotional Learning]
- T3 Technology Integration framework
- Pre-Referral Interventions (PRIM)
- Nonviolent Crisis Intervention (NCI)
- Effective Student Support & Progress Team (SSPT) Practices
- Critical Friends Group Protocols (CFG)

In addition, professional development focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, physical education, other content subjects and literacy.

The primary focus of professional development continues to be focused on effective first instruction and tiered support for all students. Specific focus areas have been on the delivery of literacy and language instruction that ensures students are being prepared for college/career; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-prepared and career-ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	15

Monsenor Oscar Romero Charter Middle (MORCS)

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Monsenor Oscar Romero Charter Middle (MORCS)
Street	2670 W. 11th Street
City, State, Zip	Los Angeles, CA, 90006-3301
Phone Number	(213) 413-9600
Principal	Freddy Zepeda, Executive Administrator
Email Address	mrzepeda@romerocharter.org
School Website	morcs.ypics.org
Grade Span	6-8
County-District-School (CDS) Code	19647330114959

2025-26 District Contact Information

District Name	Monsenor Oscar Romero Charter School
Phone Number	(818) 834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website	ypics.org

2025-26 School Description and Mission Statement

Monseñor Oscar Romero Charter is a public charter school authorized by Los Angeles Unified School District to serve as a high-quality middle school option for the families of the Pico Union/Koreatown area. MORCS seeks to support low-income and struggling students in its community for future academic success and active community participation. The majority of students attending schools in this area come from Central American immigrant families where Spanish is the home language.

Monseñor Oscar Romero Charter seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a culturally enriched

2025-26 School Description and Mission Statement

curriculum.

The mission of Monseñor Oscar Romero Charter is to:
1. Prepare students for academic success in high school, as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

The school is named in honor of and inspired by Monseñor Oscar Romero. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador.

Students at Monseñor Oscar Romero Charter 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	102
Grade 7	86
Grade 8	110
Total Enrollment	298

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	2.3
Filipino	0.7
Hispanic or Latino	93.6
White	1.7
English Learners	32.9
Homeless	1.3
Socioeconomically Disadvantaged	92.6
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.5	62.12	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	0	0	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	23.12	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	14.71	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	1009.3	3.68	15831.9	5.67
Total Teaching Positions	17	100	27426.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.8	72.2	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	12.2	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	10	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	5.53	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	971.5	3.59	14303.8	5.15
Total Teaching Positions	15	100	27077.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	70.59	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0.8	4.88	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	12.71	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.88	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	1	5.88	613.6	2.27	13705.8	4.91
Total Teaching Positions	17	100	27031.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	2
Misassignments	3.10	1.5	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.90	1.5	2.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.80	0	0
Local Assignment Options	0.60	0.8	1
Total Out-of-Field Teachers	2.50	0.8	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.3	10.9	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	7	6.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The materials purchased by MORCS are all on the State Board of Education (SBE) list of approved instructional materials, and the school continues to purchase sufficient materials to ensure a textbook, digital platform or other related materials for each student at each grade level, 6-8. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the school has supplemented the last adoption with appropriate resources to ensure the relevance of content.

SB 820 modified the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide internet access. The bill also changes the sufficiency requirements of EC §60119. To reflect these changes, “technology-based instructional materials” have been added to the instructional materials list.

Year and month in which the data were collected	July/August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iReady Reading (2021)	0%
Mathematics	iReady Mathematics (2021)	0%
Science	MOSA Mack (2021), STILE Science (2022)	0%
History-Social Science	TCI History Alive (2018)	0%

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

School Facility Conditions and Planned Improvements

MORCS completed construction of a state of the art facility on the campus of Berendo Middle School in 2019 in a special partnership with the Los Angeles Unified School District. The facility consists of a multipurpose room, 18 classrooms, one with a full science wet-lab, and outdoor space for physical education. Additionally, MORCS has a shared facility use agreement with its host school for use of the auditorium, gymnasium, and library.

Year and month of the most recent FIT report	12/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	29	43	46	47	48
Mathematics (grades 3-8 and 11)	9	10	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	299	98.68	1.32	28.76
Female	154	154	100.00	0.00	31.17
Male	149	145	97.32	2.68	26.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	280	98.59	1.41	28.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	99	99	100.00	0.00	3.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	276	98.57	1.43	28.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	15.38

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	299	98.68	1.32	10.03
Female	154	154	100.00	0.00	7.79
Male	149	145	97.32	2.68	12.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	280	98.59	1.41	9.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	99	99	100.00	0.00	2.02
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	280	276	98.57	1.43	10.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9.43	17.31	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	104	97.20	2.80	17.31
Female	51	51	100.00	0.00	13.73
Male	56	53	94.64	5.36	20.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	97	97.00	3.00	17.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	98	97.03	2.97	18.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	99%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Monseñor Oscar Romero Charter School's Parent Engagement Program (PEP) empowers parents to take a proactive role in their child's education through advocacy, support, and knowledge. The MORCS Parent Engagement Program (PEP) focuses on creating a positive school environment that encourages parent engagement by providing interactive workshops, field trips, community service and leadership opportunities that:

- Engage parents throughout their child's academic career.
- Help parents to understand and support adolescent development (emotionally, socially, & physically).
- Help parents maneuver the American educational system.

As a result, Monseñor Oscar Romero Charter School parents will support and guide their student to be college ready, active citizens, and lifelong learners.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	319	316	67	21.2
Female	163	160	32	20.0
Male	156	156	35	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	299	297	62	20.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	108	108	28	25.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	297	295	62	21.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	41	10	24.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.68	0.68	0.31	0.55	0.6	0.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0.00
Female	0.00	0.00
Male	0.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.93	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

As required by state law, MORCS is adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, MORCS annually in collaboration with Berendo Middle School develops and revises as needed, the Integrated Safe School Plan. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	4	0
Mathematics	21	7	4	0
Science	22	5	4	0
Social Science	21	6	4	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	9	
Mathematics	23	3	8	
Science	24	1	8	
Social Science	24	2	8	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	6	
Mathematics	22	6	5	
Science	24	4	5	
Social Science	23	5	5	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	276

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,940.38	$8,639.92	$12,815.13	$76,850.24
District	N/A	N/A	$8,355	$90,557
Percent Difference - School Site and District	N/A	N/A	42.1	-16.4
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	13.9	-26.5

Fiscal Year 2024-25 Types of Services Funded

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and

Fiscal Year 2024-25 Types of Services Funded

support for students who are academically at risk. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners.

The program description for all MORCS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at: http://morcs.ypics.org/compliance/

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,130	$60,863
Mid-Range Teacher Salary	$89,655	$93,575
Highest Teacher Salary	$111,314	$125,548
Average Principal Salary (Elementary)	$130,917	$157,645
Average Principal Salary (Middle)	$143,032	$165,341
Average Principal Salary (High)	$145,310	$182,580
Superintendent Salary	$440,000	$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

The 2024-2025 school year professional development was designed to deepen the knowledge of teachers and school leaders. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, students with disabilities, and socioeconomically disadvantaged students.

Professional development included:

- YPICS Teacher Effectiveness Framework
- Classroom Management & Classroom Culture
- RELAY Graduate Schools of Education – Units, Standards, and Assessments
- Effective instructional planning and the development of rubrics
- Standards-based Grading (SBG)
- Supporting students with IEPs and grading
- Differentiation in the classroom to support ALL students
- Emergency Procedures and School Safety
- Parent Communication & Building Relationships with Families
- Reducing Chronic Absenteeism
- Project-based Learning (PBL)

Professional Development

- Community Service
- California Community Schools Partnership Program (CSSPP)
- Expanded Learning Opportunities Program (ELOP) Grant
- School-wide Positive Behavior Interventions and Supports (SWPBIS) & Tiered Fidelity Inventory (TFI)
- Multi-Tiered System of Support (MTSS)
- Ripple Effects [Social and Emotional Learning]
- T3 Technology Integration framework
- Pre-Referral Interventions (PRIM)
- Nonviolent Crisis Intervention (NCI)
- Effective Student Support & Progress Team (SSPT) Practices
- Critical Friends Group Protocols (CFG)

In addition, professional development that focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, physical education, other content subjects and literacy.

The primary focus of professional development continues to be focused on effective first instruction and tiered support for all students. Specific focus areas have been on the delivery of literacy and language instruction that ensures that all students read, write, speak and listen effectively, accurately, and fluently; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-prepared and career-ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	17

Bert Corona Charter School (BCCS)

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Bert Corona Charter School (BCCS)
Street	9400 Remick Ave
City, State, Zip	Pacoima
Phone Number	(818) 834-5805
Principal	Kevin Myers, Executive Administrator
Email Address	drmyers@coronacharter.org
School Website	bccs.ypics.org
Grade Span	5-8
County-District-School (CDS) Code	19647330106872

2025-26 District Contact Information

District Name	Bert Corona Charter School
Phone Number	(818) 834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website	ypics.org

2025-26 School Description and Mission Statement

Bert Corona Charter School is a public charter school authorized by the Los Angeles Unified Schools District to serve the East San Fernando Valley, a cohesive community within the City of Los Angeles. BCCS seeks to support low-income and struggling students in its community for future academic success and active community participation. The majority of students attending schools in this area come from immigrant families where Spanish is the home language.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. Bert Corona Charter School offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-

2025-26 School Description and Mission Statement

integrated curriculum, a personalized learning environment, and family-school community partnerships.

Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

The Bert Corona Charter School's mission is to:

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

Inspired by the life and work of Humberto "Bert" Corona as a labor and civil rights leader, students at the Bert Corona Charter School will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of Bert Corona Charter school will prepare them for the rigors of college and career world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	9
Grade 6	110
Grade 7	120
Grade 8	106
Total Enrollment	345

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Black or African American	0.3
Filipino	0.6
Hispanic or Latino	97.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	1.4
English Learners	22.6
Foster Youth	0.3
Homeless	3.8
Socioeconomically Disadvantaged	91
Students with Disabilities	23.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.1	59.57	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	2.7	15.9	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	20.95	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	3.52	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	1009.3	3.68	15831.9	5.67
Total Teaching Positions	17	100	27426.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.1	50.8	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	10.14	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.6	36.9	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	2.05	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	971.5	3.59	14303.8	5.15
Total Teaching Positions	18	100	27077.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.9	55	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	27.58	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	17.36	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	0	0	613.6	2.27	13705.8	4.91
Total Teaching Positions	18	100	27031.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.80	1	3.9
Misassignments	1.70	5.6	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.50	6.6	4.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	2.4
Local Assignment Options	0.60	0.3	0.7
Total Out-of-Field Teachers	0.60	0.3	3.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.4	37.5	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.3	25	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The materials purchased by BCCS are all on the State Board of Education (SBE) list of approved instructional materials, and the school continues to purchase sufficient materials to ensure a textbook, digital platform or other related materials for each student at each grade level, 5-8. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the school has supplemented the last adoption with appropriate resources to ensure the relevance of content.

SB 820 modified the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide internet access. The bill also changes the sufficiency requirements of EC §60119. To reflect these changes, “technology-based instructional materials” have been added to the instructional materials list.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iReady Reading (2021)	0.00 %
Mathematics	iReady Mathematics (2021)	0.00 %
Science	Pearson Interactive Science (5th grade) MOSA Mack (2021), STILE Science (2022)	0.00 %
History-Social Science	TCI History Alive (2018)	0.00 %
Foreign Language		0.00 %
Health		0.00 %
Visual and Performing Arts		0.00 %
Science Laboratory Equipment (grades 9-12)	n/a	0.00 %

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

School Facility Conditions and Planned Improvements

The school campus is comprised of several bungalows. Repairs are made as necessary. In recent years, concrete sidings have been added on three buildings; air conditioners were replaced; a water fountain station was added on the field; and trash receptacles installed in the lunch area. The grass field is reseeded two times a year (summer and winter).

Year and month of the most recent FIT report	JANUARY 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	28	43	46	47	48
Mathematics (grades 3-8 and 11)	8	11	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	338	99.12	0.88	27.89
Female	167	165	98.80	1.20	34.15
Male	174	173	99.43	0.57	21.97
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	332	329	99.10	0.90	27.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	53	98.15	1.85	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	307	99.03	0.97	27.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	82	98.80	1.20	7.41

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	340	99.71	0.29	10.59
Female	167	166	99.40	0.60	8.43
Male	174	174	100.00	0.00	12.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	332	331	99.70	0.30	10.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	53	98.15	1.85	1.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	309	99.68	0.32	9.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	82	98.80	1.20	1.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10.26	7.96	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	113	100.00	0.00	7.96
Female	58	58	100.00	0.00	6.90
Male	55	55	100.00	0.00	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	112	112	100.00	0.00	8.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	99	100.00	0.00	6.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	99	99	99	99	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	354	350	80	22.9
Female	174	171	41	24.0
Male	180	179	39	21.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	344	340	77	22.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	81	80	21	26.3
Foster Youth	--	--	--	--
Homeless	15	15	5	33.3
Socioeconomically Disadvantaged	322	319	71	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	86	21	24.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.31	5.21	1.13	0.55	0.6	0.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.28	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0.00
Female	0.57	0.00
Male	1.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.23	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.15	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

BCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city building codes are followed.

As required annually, BCCS reviews its Comprehensive School Safety Plan and updates it as needed by March 1st.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	8	0
Mathematics	25	1	10	0
Science	24	1	9	0
Social Science	24	1	8	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	11	
Mathematics	26	2	9	
Science	28		9	
Social Science	28		8	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	10	
Mathematics	27	1	10	
Science	27	1	8	
Social Science	28		8	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,445.69	$8,243.62	$13,202.06	$68,337.90
District	N/A	N/A	8355	$90,557
Percent Difference - School Site and District	N/A	N/A	45.0	-22.1
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	20.3	-32.3

Fiscal Year 2024-25 Types of Services Funded

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners.

The program description for all BCCS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at: http://bccs.ypics.org/compliance/

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,130	$60,863
Mid-Range Teacher Salary	$89,655	$93,575
Highest Teacher Salary	$111,314	$125,548
Average Principal Salary (Elementary)	$130,917	$157,645
Average Principal Salary (Middle)	$143,032	$165,341
Average Principal Salary (High)	$145,310	$182,580
Superintendent Salary	$440,000	$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

The 2024-25 school year professional development was designed to deepen the knowledge of teachers and school leaders. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, students with disabilities, and socioeconomically disadvantaged students.

Professional development included:

- YPICS Teacher Effectiveness Framework
- Classroom Management & Classroom Culture
- RELAY Graduate Schools of Education – Units, Standards, and Assessments
- Effective instructional planning and the development of rubrics
- Standards-based Grading (SBG)
- Supporting students with IEPs and grading
- Differentiation in the classroom to support ALL students
- Emergency Procedures and School Safety
- Parent Communication & Building Relationships with Families
- Reducing Chronic Absenteeism
- Project-based Learning (PBL)
- Community Service
- California Community Schools Partnership Program (CSSPP)
- Expanded Learning Opportunities Program (ELOP) Grant
- School-wide Positive Behavior Interventions and Supports (SWPBIS) & Tiered Fidelity Inventory (TFI)
- Multi-Tiered System of Support (MTSS)
- Ripple Effects [Social and Emotional Learning]
- T3 Technology Integration framework
- Pre-Referral Interventions (PRIM)
- Nonviolent Crisis Intervention (NCI)
- Effective Student Support & Progress Team (SSPT) Practices
- Critical Friends Group Protocols (CFG)

In addition, professional development that focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, physical education, other content subjects and literacy.

The primary focus of professional development continues to be focused on effective first instruction and tiered support for all

Professional Development

students. Specific focus areas have been on the delivery of literacy and language instruction that ensures that all students read, write, speak and listen effectively, accurately, and fluently; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-prepared and career-ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	15

Coversheet

FY25-26 YPICS December Financials

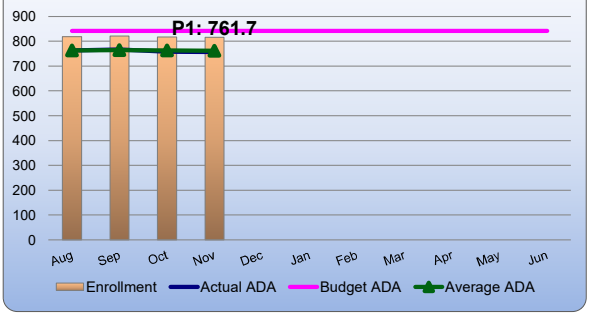
Section: V. Items Scheduled For Action
Item: A. FY25-26 YPICS December Financials
Purpose: Vote
Submitted by:
Related Material: 25-26 YPICS Financials Board Packet 12.25.pdf

YPI Charter Schools - Financial Dashboard (December 2025)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

Enrollment is currently 85 students below budget, resulting in a $1,272K decrease in LCFF Revenue.

Forecast includes $1.56M of restricted one-time funds. An additional $336K remains available to spend through FY27/28.

$7.02MK of cash has been held in CD accounts.

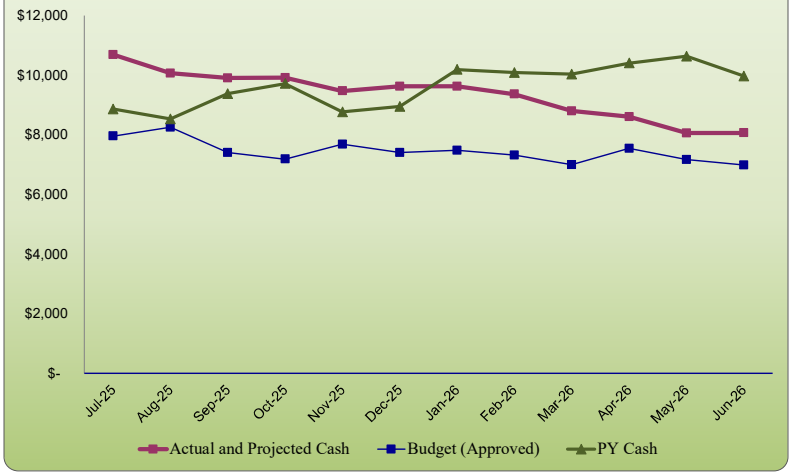
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Attendance Analysis	Actual through Month 4	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25 P2	FY 23-24 P2
Enrollment	816	816	901	(85)	821	(5)	872	847
ADA %	93.2%	93.4%	93.5%	-0.1%	94.0%	-0.6%	92.7%	92.7%
Average ADA	761.72	762.44	842.20	(79.76)	766.39	(3.95)	801.07	778.37

4

Income Statement	Actual through 12/31/25	Forecast as of 12/31/25	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	4,836,834	11,748,540	13,020,099	(1,271,559)	11,796,597	(48,057)	12,113,655	11,612,823
Federal Revenue	415,902	1,505,405	1,398,301	107,104	1,462,479	42,926	1,922,813	3,510,698
State Revenue	3,595,427	3,902,448	3,734,751	167,698	3,900,526	1,922	3,118,156	3,313,241
Other Local Revenue	614,357	1,211,389	1,201,495	9,894	1,156,991	54,399	1,763,592	3,029,652
Grants/Fundraising	25,577	117,104	116,000	1,104	116,000	1,104	100,626	43,383
TOTAL REVENUE	9,488,098	18,484,886	19,470,645	(985,759)	18,432,593	52,293	19,018,842	21,509,798
Total per ADA		24,244	23,119	1,126	24,176	69	23,742	27,634
w/o Grants/Fundraising		24,091	22,981	1,110	24,024	67	23,616	27,579
Certificated Salaries	3,148,625	6,744,092	6,799,291	55,198	6,732,223	(11,869)	6,164,145	6,108,717
Classified Salaries	1,599,703	3,205,490	3,549,706	344,216	3,203,186	(2,304)	3,238,813	3,082,354
Benefits	1,797,392	3,302,556	3,412,732	110,176	3,388,310	85,754	3,125,796	2,956,342
Student Supplies	555,990	1,556,218	1,522,195	(34,023)	1,487,890	(68,328)	1,696,032	1,853,818
Operating Expenses	2,094,163	4,095,855	4,094,394	(1,460)	4,090,170	(5,685)	4,531,116	4,318,530
Other	509,835	1,011,261	995,707	(15,554)	1,009,164	(2,097)	1,017,924	1,080,851
TOTAL EXPENSES	9,705,707	19,915,471	20,374,024	458,553	19,910,942	(4,529)	19,773,826	19,400,612
Total per ADA		26,121	24,191	(1,929)	26,115	6	24,684	24,925
NET INCOME / (LOSS)	(217,609)	(1,430,585)	(903,379)	(527,206)	(1,478,349)	47,765	(754,984)	2,109,186
Op Inc Exluding Non-cash Lease Exp	237,772	(530,137)	(15,305)	(514,831)	(576,819)	46,682	154,006	0

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
8,069,535	6,988,186	1,081,349

6

Balance Sheet	6/30/2025	11/30/2025	12/31/2025	6/30/2026 FC
Assets				
Cash, Operating	9,973,497	9,475,288	9,633,484	**8,069,535**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	2,401,612	32,811	29,131	**2,061,095**
Due From Others	1,663	2,163	2,096	**2,096**
Deposits/Prepaids	255,767	126,243	126,243	**274,344**
Net Fixed Assets	25,076,202	24,839,396	24,846,784	**24,410,697**
Lease Assets	1,915,757	1,982,860	1,966,634	**1,896,465**
Other Assets	0	0	0	**0**
Total Assets	39,624,499	36,458,761	36,604,372	**36,714,232**
Liabilities				
A/P & Payroll	765,495	312,302	228,221	**879,889**
Due to Others	607,558	457,229	446,635	**476,762**
Deferred Revenue	2,082,836	0	0	**830,880**
Lease Liabilities	1,990,245	2,088,826	2,059,882	**2,001,872**
Other Liabilities	107,828	107,828	107,828	**107,828**
Total Debt	6,678,503	6,615,788	6,587,381	**6,455,551**
Total Liabilities	12,232,465	9,581,974	9,429,947	**10,752,782**
Equity				
Beginning Fund Bal.	28,147,020	27,392,036	27,392,036	**27,392,036**
Net Income/(Loss)	(754,984)	(515,247)	(217,609)	**(1,430,585)**
Total Equity	27,392,036	26,876,788	27,174,426	**25,961,451**
Total Liabilities & Equity	39,624,500	36,458,762	36,604,373	**36,714,233**
Days Cash on Hand	193	182	185	155
Cash Reserve %	52.8%	49.8%	50.6%	42.4%

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BERT CORONA CHARTER SCHOOL - Financial Dashboard (December 2025)

1

Key Performance Indicators

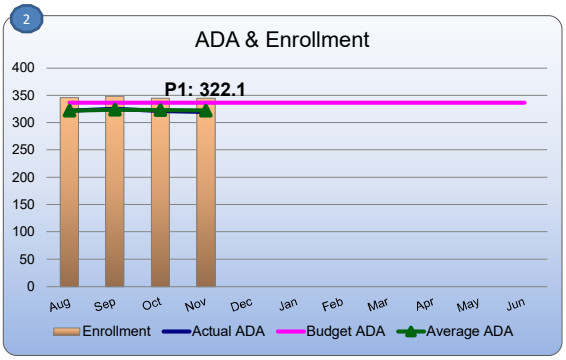
ADA vs. Budget

Cash on Hand

Net Income / (Loss)

Year-End Cash

2



KEY POINTS

Forecasted Enrollment is currently 13 students below budget, resulting in a $202K decrease in LCFF Revenue.

Forecast includes $615K of restricted one-time funds. An additional $263K remains available to spend through FY27/28.

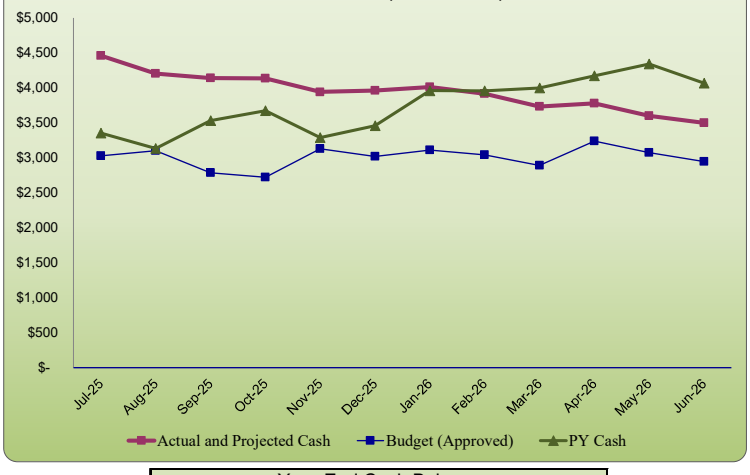
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Attendance Analysis	Actual through Month 4	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	345	**345**	358	(13)	348	(3)	341	342
Attendance %	93.1%	**93.5%**	94.0%	-0.5%	93.7%	-0.2%	93.1%	0.0%
Avg Daily Attendance (ADA)	322.13	**323.22**	336.52	(13.30)	325.98	(2.76)	319.10	321.84

4

Income Statement	Actual through 12/31/25	Forecast as of 12/31/25	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	1,804,573	**4,717,819**	4,919,716	(201,897)	4,765,030	(47,211)	4,563,743	4,531,333
Federal Revenue	166,636	**672,002**	618,872	53,131	670,701	1,301	778,186	1,370,027
State Revenue	1,554,481	**1,656,557**	1,607,240	49,317	1,660,147	(3,590)	1,329,132	1,519,681
Other Local Revenue	229,730	**513,682**	502,429	11,253	492,553	21,128	774,895	1,187,725
Grants/Fundraising	10,273	**30,834**	30,000	834	30,000	834	55,011	4,849
TOTAL REVENUE	3,765,693	**7,590,894**	7,678,256	(87,362)	7,618,432	(27,538)	7,500,966	8,613,615
Total per ADA		**23,485**	22,817	669	23,570	(85)	23,507	26,764
w/o Grants/Fundraising		**23,390**	22,727	662	23,478	(88)	23,334	26,749
Certificated Salaries	1,067,766	**2,334,542**	2,302,628	(31,914)	2,346,641	12,099	2,198,546	2,186,330
Classified Salaries	533,568	**1,109,596**	1,258,650	149,055	1,085,015	(24,580)	1,181,236	1,083,041
Benefits	564,757	**1,102,627**	1,105,703	3,076	1,110,630	8,002	1,070,422	995,440
Student Supplies	278,545	**704,322**	685,425	(18,897)	686,811	(17,512)	810,998	777,197
Operating Expenses	1,145,910	**2,281,091**	2,238,490	(42,601)	2,291,082	9,991	2,151,385	2,346,661
Other	41,526	**81,807**	72,893	(8,914)	81,558	(249)	82,117	92,022
TOTAL EXPENSES	3,632,072	**7,613,986**	7,663,790	49,805	7,601,737	(12,249)	7,494,704	7,480,690
Total per ADA		**23,557**	22,774	(783)	23,519	38	23,487	23,244
NET INCOME / (LOSS)	133,620	**(23,092)**	14,466	(37,558)	16,695	(39,787)	6,263	1,132,925
OPERATING INCOME	175,147	**58,716**	87,360	(28,644)	98,253	(39,537)	88,379	1,224,947

5



Year-End Cash Balance		
Projected	Budget	Variance
3,500,406	2,944,935	555,471

6

Balance Sheet	6/30/2025	11/30/2025	12/31/2025	**6/30/2026**
Assets				
Cash, Operating	4,064,292	3,939,782	3,960,764	**3,500,406**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	1,020,767	61,554	57,876	**980,959**
Due From Others	484	951	883	**883**
Deposits/Prepaids	151,101	106,028	106,028	**158,775**
Net Fixed Assets	593,348	642,459	717,192	**676,911**
Lease Assets	1,823,576	1,768,863	1,757,845	**1,694,346**
Other Assets	0	0	0	**0**
Total Assets	7,653,568	6,519,635	6,600,588	**7,012,280**
Liabilities				
A/P & Payroll	180,993	112,536	55,639	**225,860**
Due to Others	158,587	86,427	80,863	**31,597**
Deferred Revenue	932,315	0	0	**498,789**
Lease Liabilities	1,901,699	1,871,931	1,850,491	**1,799,151**
Other Liabilities	21,470	21,470	21,470	**21,470**
Total Debt	0	0	0	**0**
Total Liabilities	3,195,064	2,092,364	2,008,463	**2,576,867**
Equity				
Beginning Fund Bal.	4,452,242	4,458,505	4,458,505	**4,458,505**
Net Income/(Loss)	6,263	(31,233)	133,620	**(23,092)**
Total Equity	4,458,505	4,427,272	4,592,125	**4,435,413**
Total Liabilities & Equity	7,653,568	6,519,635	6,600,588	**7,012,280**

Days Cash on Hand	200	191	192	**170**
Cash Reserve %	54.8%	52.4%	52.6%	**46.5%**

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BERT CORONA CHARTER SCHOOL
Financial Analysis
December 2025

Net Income

Bert Corona Charter School is projected to achieve a net income of -$23K in FY25-26 compared to $15K in the board approved budget. Reasons for this negative $38K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2025, the school's cash balance was $3.96M. By June 30, 2026, the school's cash balance is projected to be $3.50M, which represents a 46% reserve.

As of December 31, 2025, the Accounts Receivable balance was $58K, down from $62K in the previous month, due to the receipt of revenue earned in FY24-25.

As of December 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled $56K, compared to $113K in the prior month.

As of December 31, 2025, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $7.59M, which is $87K or 1.1% under budgeted revenue of $7.68M.

LCFF Revenue – is projected to be below budget by $202K due to lower enrollment and ADA

Other Federal Revenue - is projected to be over budget by $20K due to rolling CSI grant funds to FY25-26.

ELOP Revenue - is projected to be below budget by $38K

Other State Revenue - is projected to be above budget by $96K.

Expenses

Total expenses for FY25-26 are projected to be $7.61M, which is $50K or 0.6% under budgeted expenditures of $7.66M.

Salaries are projected to be lower than budget by $117K

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

ADA

Budgeted P2 ADA is 336.52 based on enrollment of 358 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 323.22 based on enrollment of 345 and a 93.5% attendance rate.

Actual ADA through Month 4 is 322.13 with ending enrollment of 345 and a 93.1% attendance rate.

In Month 4, ADA was 319.36 with a 92.4% attendance rate.

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

MONSENOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (December 2025)

1

Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

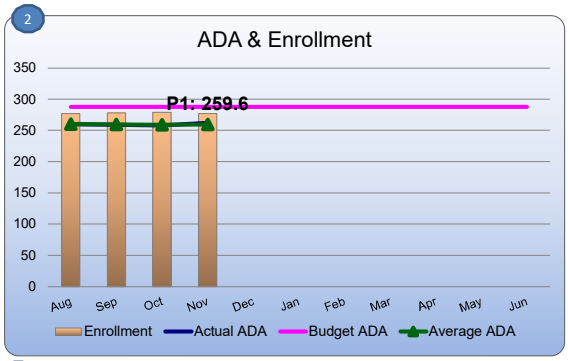
Year-End Cash

KEY POINTS

Enrollment is currently 29 students below budget, resulting in a $382K decrease in LCFF Revenue.

Forecast includes $532K of restricted one-time funds. An additional $73K remains available to spend through FY27/28.

2



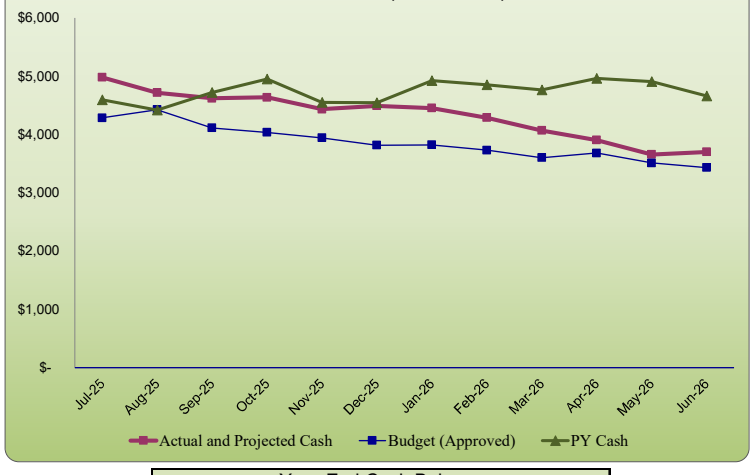
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Attendance Analysis	Actual through Month 4	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	277	**277**	306	(29)	277	0	302	282
Attendance %	93.6%	**93.8%**	94.0%	-0.2%	93.8%	0.0%	93.1%	0.0%
Avg Daily Attendance (ADA)	259.63	**260.00**	287.64	(27.64)	259.81	0.19	276.44	256.48

4

Income Statement	Actual through 12/31/25	Forecast as of 12/31/25	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	1,577,204	**3,852,338**	4,234,157	(381,819)	3,828,710	23,628	3,990,563	3,670,040
Federal Revenue	130,541	**510,589**	503,110	7,479	513,427	(2,839)	679,965	1,506,579
State Revenue	1,235,223	**1,408,601**	1,532,504	(123,903)	1,412,586	(3,985)	1,210,608	1,133,377
Other Local Revenue	237,482	**447,167**	443,649	3,518	426,137	21,029	663,946	1,075,406
Grants/Fundraising	5,451	**51,000**	51,000	0	51,000	0	0	1,535
TOTAL REVENUE	3,185,901	**6,269,695**	6,764,420	(494,725)	6,231,861	37,834	6,545,081	7,386,937
Total per ADA		**24,114**	23,517	597	23,969	146	23,676	28,801
w/o Grants/Fundraising		**23,918**	23,340	578	23,773	146	23,676	28,795
Certificated Salaries	951,548	**2,041,324**	2,094,981	53,656	2,048,900	7,575	1,944,798	1,894,291
Classified Salaries	438,215	**912,212**	1,034,774	122,562	910,259	(1,953)	894,341	873,175
Benefits	498,452	**948,034**	943,243	(4,791)	971,058	23,024	879,245	830,166
Student Supplies	181,107	**519,600**	516,485	(3,115)	498,162	(21,437)	532,044	726,716
Operating Expenses	922,334	**2,036,771**	2,036,010	(761)	2,033,238	(3,533)	2,152,173	1,719,925
Other	452,631	**899,551**	892,887	(6,664)	897,703	(1,848)	904,049	926,543
TOTAL EXPENSES	3,444,287	**7,357,492**	7,518,380	160,888	7,359,320	1,828	7,306,650	6,970,816
Total per ADA		**28,298**	26,138	(2,160)	28,305	(7)	26,431	27,179
NET INCOME / (LOSS)	(258,386)	**(1,087,797)**	(753,960)	(333,837)	(1,127,459)	39,661	(761,568)	416,121
OPERATING INCOME	127,632	**(320,199)**	6,974	(327,173)	(361,708)	41,509	6,119	1,201,981

5



Year-End Cash Balance		
Projected	Budget	Variance
3,701,499	3,429,931	271,567

6

Balance Sheet	6/30/2025	11/30/2025	12/31/2025	6/30/2026
Assets				
Cash, Operating	4,660,050	4,431,719	4,488,777	**3,701,499**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	835,256	9,995	9,994	**755,507**
Due From Others	299	299	299	**299**
Deposits/Prepaids	41,784	4,641	4,641	**47,952**
Net Fixed Assets	24,396,248	24,123,404	24,058,664	**23,677,084**
Lease Assets	38,504	35,264	34,609	**30,623**
Other Assets	0	0	0	**0**
Total Assets	29,972,142	28,605,323	28,596,984	**28,212,963**
Liabilities				
A/P & Payroll	319,972	72,993	67,721	**340,528**
Due to Others	418,342	370,545	365,515	**341,822**
Deferred Revenue	719,039	0	0	**332,091**
Lease Liabilities	38,504	36,840	36,972	**32,987**
Other Liabilities	29,418	29,418	29,418	**29,418**
Total Debt	6,678,503	6,615,788	6,587,381	**6,455,551**
Total Liabilities	8,203,779	7,125,584	7,087,007	**7,532,397**
Equity				
Beginning Fund Bal.	22,529,932	21,768,364	21,768,364	**21,768,364**
Net Income/(Loss)	(761,568)	(288,625)	(258,386)	**(1,087,797)**
Total Equity	21,768,364	21,479,739	21,509,978	**20,680,567**
Total Liabilities & Equity	29,972,142	28,605,323	28,596,985	**28,212,964**

Available Line of Credit				
Days Cash on Hand	260	245	249	**205**
Cash Reserve %	71.3%	67.2%	68.1%	**56.2%**

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MONSENOR OSCAR ROMERO CHARTER SCHOOL
Financial Analysis
December 2025

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -$1,088K in FY25-26 compared to -$754K in the board approved budget. Reasons for this negative $334K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2025, the school's cash balance was $4.49M. By June 30, 2026, the school's cash balance is projected to be $3.70M, which represents a 56% reserve.

As of December 31, 2025, the Accounts Receivable balance was $10K, down from $10K in the previous month, due to the receipt of revenue earned in FY24-25.

As of December 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled $68K, compared to $73K in the prior month.

As of December 31, 2025, MORCS had a debt balance of $6.59M compared to $6.62M in the prior month. An additional $132K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $6.27M, which is $495K or 7.3% under budgeted revenue of $6.76M.

LCFF Revenue – is projected to be below budget by $382K due to higher enrollment.

ELOP Revenue - is projected to be below budget by $86K

Expenses

Total expenses for FY25-26 are projected to be $7.36M, which is $161K or 2.1% under budgeted expenditures of $7.52M.

Salaries are projected to be lower than budget by $171K

Health Insurance expenses are projected to be higher than budget by $44K

Vendor Repairs are projected to be higher than budget by $45K

ADA

Budgeted P2 ADA is 287.64 based on enrollment of 306 and a 94.0% attendance rate.

Forecast P2 ADA is 260.00 based on enrollment of 277 and a 93.8% attendance rate.

Actual ADA through Month 4 is 259.63 with ending enrollment of 277 and a 93.6% attendance rate.

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

In Month 4, ADA was 262.29 with 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%.

Bert Corona Charter High School - Financial Dashboard (December 2025)

1

Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

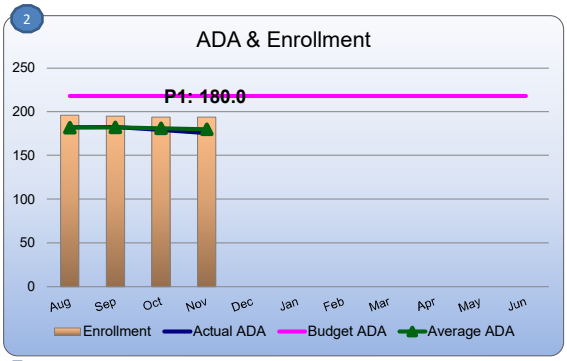
Year-End Cash

KEY POINTS

Forecasted enrollment is currently 43 students below budget, resulting in a $688K decrease in LCFF Revenue.

Forecast includes $416K of restricted one-time funds. An additional $K remains available to spend through FY27/28.

2



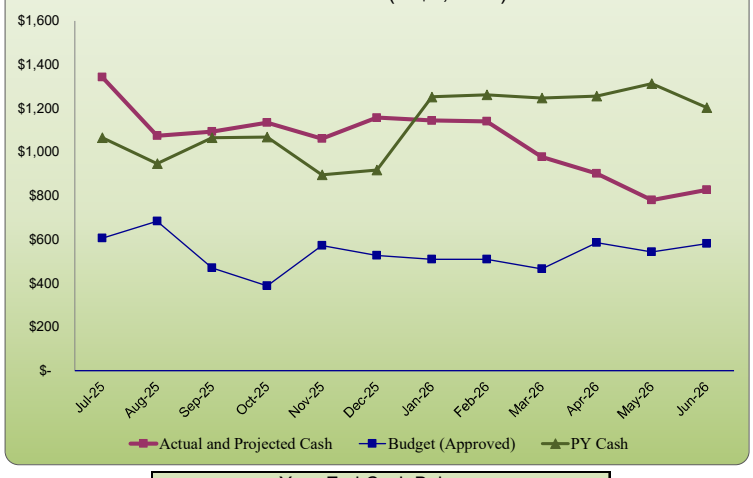
3

Attendance Analysis	Actual through Month 4	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	194	**194**	237	(43)	196	(2)	229	223
Attendance %	92.7%	**92.4%**	92.0%	0.4%	92.5%	-0.1%	91.5%	0.0%
Avg Daily Attendance (ADA)	179.96	**179.22**	218.04	(38.82)	180.60	(1.38)	205.53	200.05

4

Income Statement	Actual through 12/31/25	Forecast as of 12/31/25	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	1,455,057	**3,178,382**	3,866,225	(687,843)	3,202,856	(24,474)	3,559,349	3,411,450
Federal Revenue	118,726	**322,814**	276,320	46,494	278,351	44,463	464,662	634,092
State Revenue	805,724	**837,290**	595,006	242,284	827,793	9,497	578,416	660,183
Other Local Revenue	140,608	**244,013**	255,418	(11,404)	233,814	10,199	311,886	755,242
Grants/Fundraising	9,853	**35,270**	35,000	270	35,000	270	45,615	36,999
TOTAL REVENUE	2,529,967	**4,617,769**	5,027,969	(410,199)	4,577,814	39,955	4,959,929	5,497,966
Total per ADA		**25,766**	23,060	2,706	25,543	223	24,132	27,483
w/o Grants/Fundraising		**25,569**	22,899	2,670	25,348	221	23,910	27,298
Certificated Salaries	792,514	**1,689,426**	1,717,675	28,249	1,662,566	(26,861)	1,581,952	1,590,587
Classified Salaries	429,424	**794,182**	874,274	80,092	822,294	28,112	841,570	788,686
Benefits	479,613	**858,345**	927,975	69,630	892,727	34,382	855,494	792,439
Student Supplies	93,725	**308,202**	300,136	(8,066)	278,823	(29,379)	329,672	340,415
Operating Expenses	826,076	**1,260,510**	1,344,970	84,460	1,262,191	1,681	1,322,322	1,366,488
Other	14,097	**26,801**	26,825	23	26,801	0	28,597	59,209
TOTAL EXPENSES	2,635,449	**4,937,466**	5,191,854	254,388	4,945,400	7,935	4,959,607	4,937,825
Total per ADA		**27,550**	23,811	(3,738)	27,594	(44)	24,131	24,683
NET INCOME / (LOSS)	(105,482)	**(319,696)**	(163,885)	(155,811)	(367,586)	47,890	322	560,141
OPERATING INCOME	(91,385)	**(292,895)**	(137,061)	(155,834)	(340,785)	47,890	28,919	619,350

5



Year-End Cash Balance		
Projected	Budget	Variance
827,664	581,281	246,383

6

Balance Sheet	6/30/2025	11/30/2025	12/31/2025	6/30/2026
Assets				
Cash, Operating	1,203,380	1,061,481	1,157,075	**827,664**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	545,589	(38,738)	(38,739)	**324,628**
Due From Others	616	616	616	**616**
Deposits/Prepaids	45,171	2,493	2,493	**49,508**
Net Fixed Assets	77,868	66,113	63,771	**51,067**
Lease Assets	25,923	23,741	23,300	**20,617**
Other Assets	0	0	0	**0**
Total Assets	1,898,546	1,115,706	1,208,516	**1,274,100**
Liabilities				
A/P & Payroll	232,515	99,698	111,108	**290,515**
Due to Others	30,628	0	0	**103,076**
Deferred Revenue	431,482	0	0	**0**
Lease Liabilities	25,923	24,802	24,891	**22,208**
Other Liabilities	12,832	12,832	12,832	**12,832**
Total Debt	0	0	0	**0**
Total Liabilities	733,379	137,332	148,831	**428,630**
Equity				
Beginning Fund Bal.	1,164,846	1,165,167	1,165,167	**1,165,167**
Net Income/(Loss)	322	(186,792)	(105,482)	**(319,696)**
Total Equity	1,165,167	978,375	1,059,686	**845,471**
Total Liabilities & Equity	1,898,547	1,115,707	1,208,517	**1,274,101**

Days Cash on Hand	89	79	86	**62**
Cash Reserve %	24.4%	21.6%	23.6%	**16.9%**

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Bert Corona Charter High School
Financial Analysis
December 2025

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -$320K in FY25-26 compared to -$164K in the board approved budget. Reasons for this negative $156K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2025, the school's cash balance was $1.16M. By June 30, 2026, the school's cash balance is projected to be $828K, which represents a 17% reserve.

As of December 31, 2025, the Accounts Receivable balance was -$39K, down from $-39K in the previous month, due to the receipt of revenue earned in FY24-25.

As of December 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled $111K, compared to $100K in the prior month.

As of December 31, 2025, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $4.62M, which is $410K or 8.2% under budgeted revenue of $5.03M.

LCFF Revenue – is projected to be below budget by $688K due to lower enrollment.

Other Federal Revenue - is projected to be over budget by $20K due to moving CSI funds into the current year.

Other State Revenue - is projected to be above budget by $249K to offset LCFF losses. All of the one-time funds will be utilized in FY25-26.

AB602 Revenue – is projected to be below budget by $30K due to lower enrollment.

Expenses

Total expenses for FY25-26 are projected to be $4.94M, which is $254K or 4.9% under budgeted expenditures of $5.19M.

Intra-Agency Fees are projected to be lower than budget by $65K mainly due to the lower enrollment.

ADA

Budgeted P2 ADA is 218.04 based on enrollment of 237 and a 92.0% attendance rate.

Forecast P2 ADA is 179.22 based on enrollment of 194 and a 92.4% attendance rate.

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

Actual ADA through Month 4 is 179.96 with ending enrollment of 194 and a 92.7% attendance rate.

In Month 4, ADA was 175.64 with a 90.5% 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 11/01/25 to 12/31/25

Check #	Vendor Name	Date	Description	Amount
A027673	7 LAYER IT SOLUTIONS, INC.	11/18/2025	11/25 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
A028240	7 LAYER IT SOLUTIONS, INC.	12/17/2025	12/25 - SERVICE MANAGED NETWORK DEVICE	1,295.00
P080871	AFLAC WORLDWIDE HEADQUARTERS	11/5/2025	10/25 - PREMIUM	2,454.22
313252	AFLAC WORLDWIDE HEADQUARTERS	11/26/2025	11/25 - PREMIUM	2,454.22
313302	AIMEE PEREZ	12/18/2025	12/17/25 - FINAL CHECK - A. PEREZ	470.97
313306	ALEX JACOBSON	12/29/2025	11/25/25 - MILEAGE	4.20
313285	ALYXIS NAKANO	12/10/2025	FY24-25 - STRS EXCESS REFUND	3.05
P081534	Amazon Capital Services	11/18/2025	(1) BASKETBALL HOOP	390.64
P081631	Amazon Capital Services	11/19/2025	BOOKS	255.11
P082301	Amazon Capital Services	12/4/2025	SUGGESTION BOX, SIGN HOLDER, RAFFLE TICKETS	292.56
P082738	Amazon Capital Services	12/10/2025	BOOKS	414.08
313253	AMY PAZ	11/26/2025	10/25 - MILEAGE	213.01
313307	AMY PAZ	12/29/2025	11/03/25-11/21/25 - MILEAGE	104.86
313232	AT&T	11/18/2025	10/25 - FAX SERVICE	208.98
313294	AT&T	12/17/2025	11/25 - FAX SERVICE	213.98
313275	AT&T MOBILITY	12/4/2025	10/18/25-11/17/25 - HOTSPOTS	5,261.34
P082299	B&B HEATING, AIR CONDITIONING & ELECTRICAL	12/4/2025	AC REPAIR	250.00
313277	BERENICE VIDANA	12/9/2025	FY24-25 - STRS EXCESS REFUND	78.38
EFT11/03	BLUE SHIELD OF CALIFORNIA	11/3/2025	12/15 - HEALTH PREMIUM - YESENIA MARCHELL	1,888.72
EFT11/03	BLUE SHIELD OF CALIFORNIA	11/25/2025	11/25 - HEALTH PREMIUM - YESENIA MARCHELL	1,888.72
313279	BRENDA CATARINO	12/9/2025	FY24-25 - STRS EXCESS REFUND	11.76
313229	BRIANNA GALVAN	11/10/2025	11/12/25 - FINAL CHECK - B. ALEXIS GALVIN	1,782.46
E024749	BUR-CAL TERMITE & PEST CONTROL INC.	11/5/2025	10/22/25 - PEST CONTROL	385.00
P080872	CAREPORTAL	11/5/2025	10/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
P082737	CAREPORTAL	12/10/2025	11/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
P082028	Cengage Learning Inc	11/26/2025	09/17/25-09/17/26 - SPARK PLATFORM ACCESS	166.58
A028241	CHARTERSAFE	12/17/2025	11/25 - EXPOSURE PREMIUM UPDATE - PC SUBMISSION ADD HONDA	344.00
313280	Christina Luc	12/9/2025	FY24-25 - STRS EXCESS REFUND	198.01
313264	CLASSROOM CREW LLC	12/3/2025	SPED SERVICES - APE	6,062.80
313243	CLIFTONLARSONALLEN LLP	11/19/2025	FY24-25 - AUDIT SERVICES	12,232.50
313265	COURTENAY EDELHART	12/3/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
A027966	CROSS COUNTRY EDUCATION	12/4/2025	09/01/25-09/30/25 - SPED SERVICES - BID, COTA, DIS COUNSELOR, DHH, OT, SLPA, SLI	54,593.69
313208	DENYALE BROWN	11/5/2025	10/08/25-10/16/25 - SUPPLIES FOR FUNDRAISER	577.85
313295	DENYALE BROWN	12/17/2025	FANTASTIC DONUTS - DONUTS FOR TURKEY BOWL CELEBRATION	83.18
313251	DIANA GALEANA	11/25/2025	11/25 - FINAL CHECK - D. GALEANA	640.28
313233	EMPLOYMENT DEVELOPMENT DEPARTMENT	11/18/2025	07/01/25-09/30/25 - SEF LOCAL EXPERIENCE CHARGE	1,422.15
313254	ERIKA LEON	11/26/2025	11/05/25-11/06/25 - MILEAGE - LAUSD TRAINING	298.76
313293	ERIKA LEON	12/16/2025	1ST INSTALLMENT - 1 OF 2	10,000.00
313308	ERIKA LEON	12/29/2025	11/07/25-11/20/25 MILEAGE	122.99
313234	EXED	11/18/2025	10/25 - MANAGEMENT CONTRACT FEE, CALPADS	26,160.00
313290	EXED	12/10/2025	11/25 - MANAGEMENT CONTRACT FEE, CALPADS	26,160.00
P082970	FLOYD SKEREN MANUKIAN LANGEVIN, LLP	12/17/2025	07/25 - LEGAL SERVICE	1,092.00
313209	FREDDY GUZMAN	11/5/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313210	FREDDY ZEPEDA	11/5/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313235	FRESH START HEALTHY MEALS, INC.	11/18/2025	10/25 - STUDENT MEALS	49,249.20
313244	FRESH START HEALTHY MEALS, INC.	11/19/2025	10/25 - STUDENT MEALS	15,809.25
313255	FRESH START HEALTHY MEALS, INC.	11/26/2025	10/25 - STUDENT MEALS	31,427.74
313296	FRESH START HEALTHY MEALS, INC.	12/17/2025	11/25 - STUDENT MEALS	51,377.50
313211	FRONTIER	11/5/2025	10/13/25-11/12/25 - FAX SERVICE	362.00
313287	FRONTIER	12/10/2025	11/13/25-12/12/25 - FAX SERVICE	346.58
313297	GREEN WORKS SOLUTIONS	12/17/2025	INSTALLATION PREMANUFACTURED SHEDS	82,700.00
313212	HERNANDEZ JANITORIAL SERVICES	11/5/2025	10/16/25-10/31/25 - MAINTENANCE SERVICE	2,178.00
313256	HERNANDEZ JANITORIAL SERVICES	11/26/2025	11/01/25-11/15/25 - MAINTENANCE SERVICE	1,633.50
313292	HERNANDEZ JANITORIAL SERVICES	12/10/2025	11/16/25-11/30/25 - MAINTENANCE SERVICE	1,452.00
313309	HERNANDEZ JANITORIAL SERVICES	12/29/2025	12/01/25-12/15/25 - MAINTENANCE SERVICE	1,996.50
313266	HOME DEPOT CREDIT SERVICES	12/3/2025	10/20/25 - CUSTODIAL SUPPLIES	18.56
P081535	IMPACT CANINE SOLUTIONS	11/18/2025	10/29/25 - CANINE SERVICES	690.00
P082974	IMPACT CANINE SOLUTIONS	12/17/2025	11/21/25 - CANINE SERVICE	690.00
313236	JAHAIRA OSORIO	11/18/2025	10/13/25-10/31/25 - MILEAGE	39.92
313310	JAHAIRA OSORIO	12/29/2025	11/10/25-11/24/25- MILEAGE	23.94
P080873	JEANNETTE M CRUZ REIBER	11/5/2025	10/25 - MONTHLY CREDENTIALING SERVICES	800.00
P082304	JEANNETTE M CRUZ REIBER	12/4/2025	11/25 - MONTHLY CREDENTIALING SERVICES	800.00
313237	JENNIFER I. OBANDO-SALGUERO	11/18/2025	10/01/25-10/31/25 - MILEAGE	134.40
313311	JENNIFER I. OBANDO-SALGUERO	12/29/2025	11/03/25-11/20/25 - MILEAGE	126.91
313214	JOSEPH ARREOLA	11/5/2025	10/21/25 - CHEVRON - GAS FOR VAN	25.01
313301	Karina Favela-Barreras	12/18/2025	12/23/25 - FINAL CHECK - K. FAVELA BARRERAS	2,896.25
313312	Karina Favela-Barreras	12/29/2025	7/22/25-7/24/25 - LODGING - MTSS CONFERENCE	523.34
313228	KELLY SPICERS STORES	11/6/2025	COLORED PAPER, FUEL SURCHARGE	826.20
E025230	KELLY SPICERS STORES	12/4/2025	COPY PAPER, FUEL SURCHARGE	1,168.84
313215	KEVIN MYERS	11/5/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313257	KEVIN MYERS	11/26/2025	07/13/25-07/16/25 - TRANSPORTATION - 2025 CCEP CONFERENCE	132.20
313267	KEVIN MYERS	12/3/2025	11/12/25-11/14/25 - MILEAGE REIMBURSEMENT - CALIFORNIA ASSESSMENT CONFERE	108.92
313216	LA DEPT. OF WATER AND POWER	11/5/2025	09/30/25-10/30/25 - ELECTRIC CHARGES	8,056.81
313288	LA DEPT. OF WATER AND POWER	12/10/2025	10/16/25-11/18/25 - ELECTRIC CHARGES	12,288.81

Check #	Vendor Name	Date	Description	Amount
E025229	LAKESHORE LEARNING MATERIALS	12/4/2025	CLASSROOM SUPPLIES - J. ARREOLE	1,613.42
E025233	LAKESHORE LEARNING MATERIALS	12/4/2025	CLASSROOM SUPPLIES - S. WYATT	132.99
E025477	LAKESHORE LEARNING MATERIALS	12/17/2025	CLASSROOM SUPPLIES - J. PEREZ	2,337.75
A027712	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	11/19/2025	10/25 - LEGAL SERVICE	1,171.00
A028138	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	12/10/2025	11/25 - LEGAL SERVICE	1,072.00
313286	LOS ANGELES COUNTY METROPOLITAN TRANSPOR	12/10/2025	GOPASS FARELESS PROGRAM FEE FOR YEAR 4	5,894.00
313217	LOS ANGELES UNIFIED SCHOOL DISTRICT	11/5/2025	06/05/25 - GRADUATION CEREMONY	5,201.05
P080870	LUIS GIRON	11/5/2025	10/25 - LANDSCAPING SERVICE	800.00
P082303	LUIS GIRON	12/4/2025	11/25 - LANDSCAPING SERVICE	1,000.00
313238	MAJOR METROPOLITAN SECURITY	11/18/2025	12/25 - BURGLAR ALARM MONITORING SERVICE	405.00
313298	MAJOR METROPOLITAN SECURITY	12/17/2025	01/26 - FIRE ALARM MONITORING SERVICE	405.00
313278	MARIA CONTRERAS	12/9/2025	FY24-25 - STRS EXCESS REFUND	130.85
313268	MARIA FATIMA ORTIZ	12/3/2025	11/14/25 - TRANSPORTATION - OCEAN CHARTER SCHOOL	700.00
313239	Maria Martinez	11/18/2025	10/01/25-10/31/25 - MILEAGE	245.70
313313	Maria Martinez	12/29/2025	11/05/25-11/20/25 - MILEAGE	136.92
313218	Max Garcia	11/5/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313300	Max Garcia - Petty Cash	12/17/2025	OPENING MAX GARCIA PETTY CASH	1,000.00
E025010	MCCALLA COMPANY	11/19/2025	TRASH BAGS, TOILET PAPER,FACIAL TISSUE, FUEL SURCHARGE	529.69
313230	OFFICE OF FINANCE, CITY OF LOS ANGELES	11/11/2025	2026 - FIRE PERMIT RENEWAL	1,910.00
313219	OSCAR RODRIGUEZ	11/5/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313276	OSCAR RODRIGUEZ	12/9/2025	FY24-25 - STRS EXCESS REFUND	67.22
313220	PARTNERS IN EDUCATION	11/5/2025	08/25 - SCHOOL NURSE - SPED	7,655.00
E025011	PAYCOM PAYROLL, LLC	11/19/2025	(50) PROXIMITY CARDS	282.38
313231	PETER HUANG AND LORETTA HUANG	11/11/2025	11/25 - RENT	4,094.50
P081533	PETER HUANG AND LORETTA HUANG	11/18/2025	10/09/25-11/10/25 - ELECTRIC CHARGES	498.28
313261	PETER HUANG AND LORETTA HUANG	12/2/2025	12/25 - RENT	4,094.50
P082972	PETER HUANG AND LORETTA HUANG	12/17/2025	11/10/25-12/11/25 - ELECTRIC CHARGES	241.70
313303	PETER HUANG AND LORETTA HUANG	12/22/2025	01/26 - RENT	4,094.50
313245	PRIMO BRANDS	11/19/2025	10/05/25-11/04/25 - WATER BOTTLED SERVICE, RENT	47.96
A027420	PRN NURSING CONSULTANTS, LLC	11/5/2025	09/12/25 - SPED SERVICES, TRANSLATION	290.00
A027866	PRN NURSING CONSULTANTS, LLC	11/26/2025	09/10/25 - SPED SERVICES	480.00
A027967	PRN NURSING CONSULTANTS, LLC	12/4/2025	10/03/25 - SPED SERVICES	2,400.00
313240	PUROSERVE	11/18/2025	11/25 - EQUIPMENT RENTALS	484.01
313299	PUROSERVE	12/17/2025	FILTER, RO, CABINET RENTAL	337.62
313314	PUROSERVE	12/29/2025	RO RENTAL, CABINET RENTAL, FILTER SERVICE RENTAL	146.39
313291	Quadient Finance USA, Inc.	12/10/2025	11/24/25 - POSTAGE	300.00
313315	Quadient Finance USA, Inc.	12/29/2025	11/26/25 - POSTAGE	246.17
313316	QUADIENT LEASING USA, INC.	12/29/2025	01/01/26-03/31/26 - POSTAGE MACHINE LEASING	253.27
313221	REPUBLIC SERVICES #902	11/5/2025	11/25 - WASTE DISPOSAL SERVICE	1,656.12
313289	REPUBLIC SERVICES #902	12/10/2025	12/25 - WASTE DISPOSAL SERVICE	1,731.34
313222	RICOH USA Inc.	11/5/2025	11/20/25-12/19/25 - COPIER LEASE	2,594.18
313269	RICOH USA Inc.	12/3/2025	12/20/25-01/19/26 - COPIER LEASE	2,594.18
E024750	RINGCENTRAL, INC.	11/5/2025	MOBILE USER	14.07
E025380	RIPPLE EFFECTS, INC	12/10/2025	FY25-26 - SOFTWARE UPGRADES & MAINTENANCE FEE, SIS FEE	1,590.00
313258	RUBEN DUENAS	11/26/2025	CSDC CONFERENCE - LODGING, MILEAGE	1,093.29
313274	Ruben Duenas - Petty Cash	12/3/2025	09/23/25 - COACH FEES - GIRLS VOLLEYBALL	116.00
313241	RYAN BRADFORD	11/18/2025	10/01/25-10/31/25 - MILEAGE	11.06
313246	RYAN BRADFORD	11/19/2025	11/17/25-11/20/25 - MEAL PER DIEM - 2025 CITE CONFERENCE	221.25
313270	RYAN BRADFORD	12/3/2025	11/17/25-11/19/25 -CITE CONFERENCE - LODGING, TRANSPORTATION	836.15
313262	San Fernando Valley Japanese American Community Ce	12/2/2025	12/25 - RENT	13,237.00
313304	San Fernando Valley Japanese American Community Ce	12/22/2025	01/26 - RENT	13,237.00
E025379	SCHOLASTIC INC.	12/10/2025	FUNDRAISING - SCHOLASTIC BOOK FAIR	1,564.34
A027421	SCOOT EDUCATION INC.	11/5/2025	10/20/25-10/24/25 - SUBSTITUTES	7,320.00
A027711	SCOOT EDUCATION INC.	11/19/2025	10/13/25-10/16/25 - SUBSTITUTES	9,955.00
A027964	SCOOT EDUCATION INC.	12/4/2025	11/10/25-11/14/25 - SUBSTITUTES	11,645.00
A028137	SCOOT EDUCATION INC.	12/10/2025	11/17/25-11/20/25 - SUBSTITUTES	3,158.00
313263	SFVJLI	12/2/2025	12/25 - RENT	1,875.00
313305	SFVJLI	12/22/2025	01/26 - RENT	1,875.00
313224	SHERRI PRESTON	11/5/2025	CAC CONFERENCE	92.75
313271	SHERRI PRESTON	12/3/2025	11/12/25-11/14/25 - MILEAGE REIMBURSEMENT - CAC CONFERENCE	92.68
313249	SILVERIO PELAYO	11/21/2025	11/21/25 - VACATION PAYOUT - S. PELAYO	1,942.03
313250	SILVERIO PELAYO	11/21/2025	11/21/25 - FINAL CHECK - S. PELAYO	2,700.68
313259	SOUTHERN CALIFORNIA GAS COMPANY	11/26/2025	10/13/25-11/13/25 - GAS CHARGES	306.80
313317	SOUTHERN CALIFORNIA GAS COMPANY	12/29/2025	11/13/25-12/13/25 - GAS CHARGES	774.63
313283	Stuart Cowie	12/10/2025	12/10/25 - FINAL CHECK - S. COWIE	2,992.56
313284	Stuart Cowie	12/10/2025	12/10/25 - FINAL CHECK - S. COWIE	3,034.40
313225	TANYA HARRY	11/5/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313272	TATRISILA GUIDRY	12/3/2025	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75
313318	TATRISILIA GUIDRY	12/29/2025	11/12/25-11/14/25 - MILEAGE - CAC CONFERENCE IN RIVERSIDE	60.76
EFT11/25	Teresa Sale Benefits Consultant	11/25/2025	12/25 - HEALTH PREMIUMS, PRIOR PERIOD ADJUSTMENTS	140,545.18
EFT12/22	Teresa Sale Benefits Consultant	12/22/2025	01/26 - HEALTH PREMIUMS	126,505.31
313226	Think Together	11/5/2025	INSTALLMENT #4 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
313273	Think Together	12/3/2025	INSTALLMENT #5 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
P082973	TOP CONTENDER DRAIN SPECIALIST, INC.	12/17/2025	12/01/25 - BATHROOM REPAIRS	355.75
313242	TOP MAIDS IN LA LLC	11/18/2025	10/01/25-10/31/25 - JANITORIAL SERVICES	4,370.00
P082971	TOP MAIDS IN LA LLC	12/17/2025	11/03/25-11/21/25 - JANITORIAL SERVICE	2,660.00
P082302	UNUM	12/4/2025	12/25 - DISABILITY PREMIUMS	1,680.18
313227	VASHON NUTT	11/5/2025	09/25/25-09/26/25 - MILEAGE - TRAVEL TO PD	63.56
313260	VASHON NUTT	11/26/2025	10/25 - MILEAGE	233.87

Check #	Vendor Name	Date	Description	Amount
313319	VASHON NUTT	12/29/2025	11/04/25-11/21/25 - MILEAGE	122.43
A027965	WAXIE SANITARY SUPPLY	12/4/2025	TRASH BAGS, HAND SOAP, PAPER TOWELS, TOILET PAPER, ETC	2,486.05
313247	YESENIA VARGAS	11/21/2025	11/21/25 - FINAL CHECK - Y. VARGAS	2,621.79
313248	YESENIA VARGAS	11/21/2025	11/21/25 - VACATION PAYOUT - Y. VARGAS	2,752.12
313281	YONINA DORADO	12/9/2025	12/25 - FINAL CHECK - Y. DORADO	2,564.30
313282	YONINA DORADO	12/9/2025	12/25 - VACATION PAYOUT - Y. DORADO	1,178.95
313206	YPI Charter Schools, Inc	11/4/2025	TRANSFER FUNDS FROM PWB TO CCU	120,000.00
				1,054,920.22

Coversheet

YPICS FY24-25 Audit

Section: V. Items Scheduled For Action
Item: B. YPICS FY24-25 Audit
Purpose: Vote
Submitted by:
Related Material:
YPI Charter Schools, Inc. 2025 Signed Final Report and Financial Statements.pdf

YPI CHARTER SCHOOLS, INC.

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

OPERATING:

Bert Corona Charter School: #0654
Monseñor Oscar Romero Charter School: #0931
Bert Corona High School: #1724



CPAs | CONSULTANTS | WEALTH ADVISORS

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YPI CHARTER SCHOOLS, INC.
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INDEPENDENT AUDITORS' REPORT

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of YPI Charter Schools, Inc. (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date the financial statements are available to be issued.

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Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
YPI Charter Schools, Inc.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Bert Corona Charter School, Monseñor Oscar Romero Charter School, Bert Corona High School, Learning Support Center, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents), and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated January 26, 2026 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
January 26, 2026

YPI CHARTER SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 4,064,293	$ 4,660,050	$ 1,203,380	$ 45,775	$ 9,973,498
Accounts Receivable - Federal and State	980,767	835,255	545,589	-	2,361,611
Accounts Receivable - Other	40,479	299	616	264	41,658
Prepaid Expenses and Other Assets	50,851	41,785	45,171	7,945	145,752
Total Current Assets	5,136,390	5,537,389	1,794,756	53,984	12,522,519
LONG-TERM ASSETS					
Property, Plant, and Equipment, Net	593,348	24,396,247	77,868	8,738	25,076,201
Other Long-Term Assets	100,250	-	-	9,766	110,016
Right-of-Use Asset - Operating Lease	1,823,582	38,504	25,922	27,754	1,915,762
Total Long-Term Assets	2,517,180	24,434,751	103,790	46,258	27,101,979
Total Assets	$ 7,653,570	$ 29,972,140	$ 1,898,546	$ 100,242	$ 39,624,498
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts Payable and Accrued Liabilities	$ 338,737	$ 706,879	$ 275,978	$ 76,122	$ 1,397,716
Deferred Revenue	932,315	719,039	431,482	-	2,082,836
Amount Held for Others	23,017	60,855	-	-	83,872
Operating Lease Liability, Current Portion	-	-	-	-	-
Loans Payable, Current Portion	-	222,952	-	-	222,952
Total Current Liabilities	1,294,069	1,709,725	707,460	76,122	3,787,376
LONG-TERM LIABILITIES					
Operating Lease Liability, Net of Current Portion	1,900,997	38,504	25,923	24,120	1,989,544
Loan Payable	-	6,455,551	-	-	6,455,551
Total Long-Term Liabilities	1,900,997	6,494,055	25,923	24,120	8,445,095
Total Liabilities	3,195,066	8,203,780	733,383	100,242	12,232,471
NET ASSETS					
Without Donor Restriction	3,510,269	20,966,804	695,605	-	25,172,678
Without Donor Restriction - Board Designated for Economic Uncertainties - Employee Retention Credit Funding	751,292	657,381	469,558		1,878,231
With Donor Restriction	196,943	144,175	-	-	341,118
Total Net Assets	4,458,504	21,768,360	1,165,163	-	27,392,027
Total Liabilities and Net Assets	$ 7,653,570	$ 29,972,140	$ 1,898,546	$ 100,242	$ 39,624,498

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTION						
State Revenue:						
State Aid	$ 3,196,738	$ 2,807,773	$ 2,679,360	$ -	$ -	$ 8,683,871
Other State Revenue	1,646,065	1,468,122	791,097	-	-	3,905,284
Federal Revenue:						
Grants and Entitlements	778,186	679,965	464,662	-	-	1,922,813
Local Revenue:						
In-Lieu Property Tax Revenue	1,367,005	1,182,790	879,989	-	-	3,429,784
Contributions	55,011	-	45,615	-	-	100,626
Interest Income	81,314	146,489	20,194	48	-	248,045
Other Revenue	376,648	259,942	79,011	1,787,102	(1,774,284)	728,419
Net Assets Released from Restrictions	-	-	-	-	-	-
Total Revenues	7,500,967	6,545,081	4,959,928	1,787,150	(1,774,284)	19,018,842
EXPENSES						
Program Services	5,371,195	5,402,443	3,540,918	-	-	14,314,556
Management and General	2,123,510	1,904,210	1,415,191	1,787,150	(1,774,284)	5,455,777
Fundraising	-	-	3,500	-	-	3,500
Total Expenses	7,494,705	7,306,653	4,959,609	1,787,150	(1,774,284)	19,773,833
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	6,262	(761,572)	319	-	-	(754,991)
CHANGE IN NET ASSETS	6,262	(761,572)	319	-	-	(754,991)
Net Assets - Beginning of Year	4,452,242	22,529,932	1,164,844	-	-	28,147,018
NET ASSETS - END OF YEAR	$ 4,458,504	$ 21,768,360	$ 1,165,163	$ -	$ -	$ 27,392,027

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	Program Services	Management and General	Fundraising	Eliminations	Total Expenses
Salaries and Wages	$ 6,622,846	$ 2,780,115	$ -	$ -	$ 9,402,961
Pension Expense	1,023,216	138,236	-	-	1,161,452
Other Employee Benefits	1,093,477	527,313	-	-	1,620,790
Payroll Taxes	167,904	175,653	-	-	343,557
Legal Expenses	-	21,608	-	-	21,608
Accounting Expenses	-	42,594	-	-	42,594
Instructional Materials	451,369	1,246	-	-	452,615
Other Fees for Services	1,744,449	2,375,576	-	(1,774,284)	2,345,741
Information Technology	-	100,516	-	-	100,516
Advertising and Promotion Expenses	1,523	5,120	-	-	6,643
Office Expenses	221,344	195,605	-	-	416,949
Occupancy Expenses	940,854	319,956	-	-	1,260,810
Travel and Conference Expense	52,268	29,709	-	-	81,977
Interest Expense	136,361	-	-	-	136,361
Depreciation Expense	674,861	206,702	-	-	881,563
Insurance Expense	-	172,747	-	-	172,747
Other Expenses	1,184,084	137,365	3,500	-	1,324,949
Subtotal	14,314,556	7,230,061	3,500	(1,774,284)	19,773,833
Eliminations	-	(1,774,284)	-	1,774,284	-
Total Expenses by Function	$ 14,314,556	$ 5,455,777	$ 3,500	$ -	$ 19,773,833

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES						
Change in Net Assets	$ 6,262	$ (761,572)	$ 319	$ -	$ -	(754,991)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:						
Depreciation	82,117	767,688	28,597	3,161	-	881,563
Change in Operating Assets:						
Accounts Receivable - Federal and State	1,425,337	1,027,967	282,708	-	-	2,736,012
Accounts Receivable - Other	(37,884)	-	2	(195)	-	(38,077)
Prepaid Expenses and Other Assets	7,675	2,640	(23,299)	(6,615)	-	(19,599)
Other Long-Term Assets	(675)	-	(25,922)	-	-	(26,597)
Right-of-Use Assets - Operating	99,616	-	12,405	36,506	-	148,527
Change in Operating Liabilities:						
Accounts Payable and Accrued Liabilities	(370,578)	(248,283)	41,709	(5,838)	-	(582,990)
Deferred Revenue	(121,994)	(333,800)	(167,480)	-	-	(623,274)
Lease Liabilities - Operating	(72,454)	-	13,519	(37,966)	-	(96,901)
Amounts Held for Others	(9,858)	4,285	-	-	-	(5,573)
Net Cash Provided (Used) by Operating Activities	1,007,564	458,925	162,558	(10,947)	-	1,618,100
CASH FLOWS FROM FINANCING ACTIVITIES						
Repayments of Debt	-	(218,544)	-	-	-	(218,544)
Net Cash Used by Financing Activities	-	(218,544)	-	-	-	(218,544)
NET CHANGE IN CASH AND CASH EQUIVALENTS	1,007,564	240,381	162,558	(10,947)	-	1,399,556
Cash and Cash Equivalents - Beginning of Year	3,056,729	4,419,669	1,040,822	56,722	-	8,573,942
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 4,064,293	$ 4,660,050	$ 1,203,380	$ 45,775	$ -	$ 9,973,498
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION						
Cash Paid for Interest	$ -	$ 136,361	$ -	$ -	$ -	$ 136,361

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

YPI Charter Schools, Inc. (the School) is a California nonprofit public benefit corporation developed by the Youth Policy Institute (YPI). The School currently manages three charter schools: Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School. All of these charter schools are funded principally through state of California public education monies received through the California Department of Education and the Los Angeles Unified School District (the District).

The School's vision is to equip urban students in grades 5-12 for academic success and active community participation. The majority of students come from predominantly Latino immigrant families with high poverty levels. The School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings, and equipment in excess of $1,000.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon board approved schedules which include vacation.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the School has conditional grants of $4,616,932 of which $2,082,836 is recognized as deferred revenue in the statement of financial position.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code (IRC) Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Leases

The School leases office space, school facilities and office equipment. The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

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YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

Evaluation of Subsequent Events

The School has evaluated subsequent events through January 26, 2026, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date as of June 30, 2025 are comprised of the following:

Cash and Cash Equivalents	$ 9,973,498
Accounts Receivable - Federal and State	2,361,611
Accounts Receivable - Other	41,658
Less: Net Assets With Donor Restrictions	(341,118)
Financial Assets Available for General Expenditure	$ 12,035,649

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YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 2 LIQUIDITY AND AVAILABILITY (CONTINUED)

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains its cash and cash equivalents at high-credit quality financial institutions. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying financial statements are presented net of accumulated depreciation. Depreciation expense for the year ended June 30, 2025 was $881,563.

The components of property, plant, and equipment as of June 30 are as follows:

	Bert Corona Charter School	Monsenor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Total
Building	$ 1,560,807	$ 29,012,417	$ -	$ 6,686	$ 30,579,910
Building Improvements	767,573	79,793	2,452	-	849,818
Computers and Equipment	1,214,168	673,078	453,101	55,397	2,395,744
Furniture	38,561	21,317	1,953	-	61,831
Subtotal	3,581,109	29,786,605	457,506	62,083	33,887,303
Less: Accumulated Depreciation	(2,987,761)	(5,390,358)	(379,638)	(53,345)	(8,811,102)
Total	$ 593,348	$ 24,396,247	$ 77,868	$ 8,738	$ 25,076,201

NOTE 5 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

The risks of participating in this multiemployer defined benefit pension plan are different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024 total STRS plan net assets are $341 billion, the total actuarial present value of accumulated plan benefits is $482 billion, contributions from all employers totaled $8.577 billion, and the plan is 76.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the SIRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2023	$ 761,236	100 %
2024	1,140,869	100 %
2025	1,110,875	100 %

Defined Contribution Plan

The School offers an IRC Section 403(b) retirement plan to each of its qualifying employees. The School matches up to 3% for classified employees. During the year ended June 30, 2025, the School contributed $50,577 to this plan.

NOTE 6 DUE TO OTHERS

The School receives contributions for the YPI Parent Group and student groups. The amount of cash held payable to the Parent Group and student groups as of June 30, 2025 was $83,872.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 7 FACILITY USE AGREEMENT

The School has facility use agreements for Bert Corona High School and Monseñor Oscar Romero Charter School properties with the Los Angeles Unified School District (the District). Expenses for the year ended June 30, 2025 under these agreements were $411,348.

NOTE 8 LONG-TERM DEBT

Charter School Facilities Program Loan

Monseñor Oscar Romero Charter School was awarded $15,643,256 through Proposition 1D of which $7,821,628 was a grant and $7,821,628 was a long-term debt with an interest rate of 2% per year. The liability is secured by the property acquired and constructed with these funds. Monthly payments of principal and interest began in January 2020 and are expected to be made through January 2049. As of June 30, 2025 the outstanding balance on this loan was $6,678,503.

Future loan payment are as follows:

Year Ending June 30,	Amount
2026	$ 222,952
2027	227,450
2028	232,038
2029	222,162
2030	226,643
Thereafter	5,547,258
Total	$ 6,678,503

NOTE 9 BOARD DESIGNATED NET ASSETS WITHOUT DONOR RESTRICTIONS

The board designated certain net assets for economic uncertainty with funding received under the federal employee retention credit program. These funds will be used in future years.

NOTE 10 NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are restricted for the following purposes or periods.

Subject to Specific Purpose:	
Child Nutrition Program Funds	$ 341,118
Total	$ 341,118

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NOTE 11 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include pension expense, other employee benefits, payroll taxes, and occupancy, which are allocated on the basis of estimates of time and effort.

NOTE 12 LEASES – ASC 842

The School leases equipment as well as certain office and school facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through 2037.

The following table provides quantitative information concerning the School's lease for the year ended June 30, 2025:

Lease Costs:		
Operating Lease Costs	$	242,172
Other Information:		
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:		
Operating Cash Flows from Operating Leases	$	216,557
Weighted-Average Remaining Lease Term - Operating Leases		11.5 Years
Weighted-Average Discount Rate - Operating		3.3%

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

Year Ending June 30,		Operating Leases
2026	$	202,956
2027		190,388
2028		193,628
2029		196,940
2030		197,926
Thereafter		1,450,164
Total Lease Payments		2,432,002
Less: Interest		(442,458)
Present Value of Lease Liabilities	$	1,989,544

NOTE 13 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

YPI CHARTER SCHOOLS, INC.
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

	Instructional Minutes		Credited Minutes J-13A Closure	Total Actual Plus	Traditional Instructional	Credited Days J-13A Closure	Total Actual Plus	
	Requirement	Actual	Certification	Credited Minutes	Days	Certification	Credited Days	Status
Bert Corona Charter School:								
Grade 5	54,000	65,615	-	65,615	177	-	177	In Compliance
Grade 6	54,000	65,615	-	65,615	177	-	177	In Compliance
Grade 7	54,000	65,615	-	65,615	177	-	177	In Compliance
Grade 8	54,000	65,615	-	65,615	177	-	177	In Compliance
Monseñor Oscar Romero Charter School:								
Grade 6	54,000	63,359	-	63,359	177	-	177	In Compliance
Grade 7	54,000	63,359	-	63,359	177	-	177	In Compliance
Grade 8	54,000	63,359	-	63,359	177	-	177	In Compliance
Bert Corona Charter High School:								
Grade 9	64,800	65,615	1,155	66,770	177	3	180	In Compliance
Grade 10	64,800	65,615	1,155	66,770	177	3	180	In Compliance
Grade 11	64,800	65,615	1,155	66,770	177	3	180	In Compliance
Grade 12	64,800	65,615	1,155	66,770	177	3	180	In Compliance

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Bert Corona Charter School:				
Grades 5-6	110.35	110.35	109.60	109.60
Grades 7-8	208.76	208.76	207.40	207.40
Subtotal	319.11	319.11	317.00	317.00
Monseñor Oscar Romero Charter School:				
Grades 6	96.25	96.25	96.42	96.42
Grades 7-8	180.19	180.19	180.19	180.19
Subtotal	276.44	276.44	276.61	276.61
Bert Corona Charter High School:				
Grades 9-12	205.53	205.53	205.09	205.09
Subtotal	205.53	205.53	205.09	205.09
ADA Totals	801.08	801.08	798.70	798.70

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona Charter High School
June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	$ 4,454,954	$ 21,768,050	$ 1,165,167
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Cash and Cash Equivalents	(4,267)	4,267	-
Accounts Receivable - Federal and State	479	(4,274)	-
Prepaid Expenses and Other Assets	(346)	-	-
Right of Use Assets, Net	5	-	-
Accounts Payable and Accrued Liabilities	3,412	(64,887)	(4)
Deferred Revenue	4,267	65,204	-
Net Adjustments and Reclassifications	3,550	310	(4)
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	$ 4,458,504	$ 21,768,360	$ 1,165,163

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Total
U.S. Department of Education							
Pass-Through Program from California Department of Education:							
Title I, Part A	84.010	14981		$ 290,326	$ 299,765	$ 253,283	$ 843,374
Title II, Part A, Teacher Quality	84.367	14341		16,404	13,662	11,185	41,251
Title III, Limited English Proficient Student Program	84.365	14346		12,015	13,884	7,476	33,375
Title IV, Part A, Student Support and Academic Enrichment	84.424A	N/A		10,000	10,212	10,000	30,212
Special Education Cluster: IDEA Basic Local Assistance Entitlement, Part B, Section 611							
Total Special Education Cluster	84.027	13379		82,276	71,275	52,992	206,543
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):							
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	-	-	10,947	10,947
Total Coronavirus Aid, Relief, and Economic Security Act (CARES Act)				-	-	10,947	10,947
Total U.S. Department of Education				411,021	408,798	345,883	1,165,702
U.S. Department of Agriculture							
Pass-Through Program from California Department of Education:							
Child Nutrition Program Cluster:							
National School Lunch Program	10.555	23165		367,165	271,167	118,779	757,111
Total Child Nutrition Program Cluster				367,165	271,167	118,779	757,111
Total U.S. Department of Agriculture				367,165	271,167	118,779	757,111
Total Federal Expenditures				$ 778,186	$ 679,965	$ 464,662	$ 1,922,813

N/A - Pass-Through entity number not readily available or not applicable.

See accompanying Notes to Supplementary Information.

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YPI CHARTER SCHOOLS, INC.
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2025

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the corresponding provisions of the Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2025. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 5 INDIRECT COST RATE

The School has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

OTHER INFORMATION

YPI CHARTER SCHOOLS, INC.
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

YPI Charter Schools, Inc. (the School) was established on November 17, 2003 and is a California nonprofit public benefit corporation. The School operates three sites: Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High, approved by the Los Angeles Unified School District as follows:

Bert Corona Charter School (charter number 0654) – established in April 2004.
Monseñor Oscar Romero Charter School (charter number 0931) – established in May 2007.
Bert Corona Charter High (charter number 1724) – established in 2015.

The board of directors and the administrators as of the year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term (In Years)	Term Expires
Mary Keipp	Chair	2	June 2027
Michael Green	Treasurer	2	June 2027
Sandra Mendoza	Secretary	2	June 2026
Walter Njboke	Member	2	June 2026
Dean Cho	Member	2	June 2026
Cesar Lopez	Member	2	June 2027

ADMINISTRATORS

Yvette King Berg	Executive Director
Ruben Dueñas	Chief Operating Officer

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of YPI Charter Schools, Inc. (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated January 26, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

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Board of Directors
YPI Charter Schools, Inc.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
January 26, 2026



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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the compliance of YPI Charter Schools, Inc.'s (the School) compliance with the types of compliance requirements identified as subject to audit in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2025. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

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Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Board of Directors
YPI Charter Schools, Inc.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
January 26, 2026

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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on Compliance

Opinion on State Compliance

We have audited YPI Charter School's (the School) compliance with the types of compliance requirements applicable to the School described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, for the year ended June 30, 2025. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

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Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standard*s, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
YPI Charter Schools, Inc.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Board of Directors
YPI Charter Schools, Inc.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
January 26, 2026

YPI CHARTER SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
   - Material weakness(es) identified? _____ yes ___x___ no
   - Significant deficiency(ies) identified? _____ yes ___x___ none reported
3. Noncompliance material to financial statements noted? _____ yes ___x___ no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? _____ yes ___x___ no
   - Significant deficiency(ies) identified? _____ yes ___x___ none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes ___x___ no

Identification of Major Federal Programs

Assistance Listing Number(s)	**Name of Federal Program or Cluster**
84.010	Title I
10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? ___x___ yes _____ no

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YPI CHARTER SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2025

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

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YPI CHARTER SCHOOLS, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

There were no findings and questioned costs related to the basic financial statements, federal awards, or state awards for the prior year.

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Coversheet

Approve the YPICS Volunteer Policy

Section:	V. Items Scheduled For Action
Item:	C. Approve the YPICS Volunteer Policy
Purpose:	Vote
Submitted by:	
Related Material:	Board Brief- YPICS Volunteer Policy.pdf YPICS Volunteer Policy (1).pdf

January 28, 2026

To: YPICS Board of Directors

From: Ruben Dueñas, Chief Operations Officer

Re: Recommendation to Approve YPICS Volunteer Policy

Background

YPICS needs to comply with California Assembly Bill 506 (2022). AB 506 requires administrators, employees, and "regular" volunteers (those more than 16 hours/month or 32 hours/year of contact) in youth service organizations to complete mandatory, fingerprint-based Live Scan background checks and child abuse and neglect reporting training. Effective January 1, 2022, AB 506 aims to prevent child abuse by enforcing safety policies and allowing insurers to verify compliance.

Key Requirements of AB 506:

- **Applicability:** Applies to any organization, including public and private schools, that serves children under 18.
- **Background Checks:** All covered individuals must undergo a Live Scan (DOJ/FBI) background check.
- **Mandated Reporter Training:** Completion of child abuse and neglect reporting training is mandatory, often satisfied by the state's online training.
- **Insurance:** Insurance carriers may require proof of compliance with these requirements.

Recommendation

The YPICS Volunteer Policy meets the requirements of state law. Staff recommends approval of the YPICS Volunteer Policy so that school sites can begin to use volunteers as support for staff on our campuses.

YPICS Volunteer Policy

YPI Charter Schools (YPICS) recognizes that volunteers are essential partners in our mission to provide a high-quality education. This policy ensures that volunteer participation enhances the learning environment while maintaining the safety and security of our students and staff.

I. Volunteer Classifications

To manage safety requirements effectively, volunteers are categorized based on their level of student contact.

Category	Description	Requirements
Level I: Guest & Alumni	One-time event (e.g., guest speaker), supervised at all times.	Sign-in, Photo ID, Megan's Law check by name or address
Level II: Regular	Regular classroom help, office work, or day field trips.	Level I + TB Clearance + Volunteer App.
Level III: High-Contact	Overnight trips, coaching, or unsupervised 1-on-1 time. *(those with more than 16 hours/month or 32 hours/year of student contact)*	Level II + Live Scan (DOJ/FBI Fingerprinting).

II. Required Clearances

In accordance with California law and AB 506 (2022), all "regular volunteers" (those with more than 16 hours/month or 32 hours/year of student contact) must complete:

1. Background Check (Live Scan): A fingerprint-based criminal history check via the DOJ and FBI.
2. TB Clearance: Proof of a negative Tuberculosis (TB) risk assessment or test within the last 4 years.
3. Mandated Reporter Training: Completion of the California "Mandated Reporter" training module for volunteers.
4. Megan's Law Screening: All volunteers will be checked against the California Sex Offender Registry.
5. FERPA Training

III. Code of Conduct & Expectations

- **Sign-In/Out:** All volunteers must sign in at the front office and wear a visible "Volunteer" badge at all times.
- **Confidentiality:** Volunteers may be exposed to student information (grades, behavior, etc.). Under FERPA, this information is strictly confidential and must not be shared with anyone outside the school staff.
- **Professionalism:** Volunteers must follow the school dress code and maintain professional boundaries. High school-aged volunteers should refrain from "friending" or following current students on social media.
- **Supervision:** Volunteers work under the direct supervision of certificated staff and should never be used to replace a teacher's instructional role.

IV. Alumni Volunteers

Students volunteering for community service hours must:

- Follow and sign the YPICS Alumni Volunteer Policy and Contract (Page 3).
- Provide a community service log for their school.
- Follow the "Two-Adult Rule": Student volunteers should not be alone in a room with a younger student unless a staff member or a Level III adult volunteer is present.

V. Prohibited Activities

Volunteers are strictly prohibited from:

- Disciplining students (please refer behavioral issues to staff).
- Using tobacco, alcohol, or illegal drugs on campus or during school-sponsored trips.
- Accessing private student files or digital records.
- Taking photos of students

YPICS Volunteer Application Form

Instructions: Please complete this form and return it to the Front Office along with a copy of your Photo ID and TB Clearance. If applying for Level III (High-Contact) status, you will receive a Live Scan referral form upon submission.

I. Applicant Information

Full Name: _____ Date of Birth: _____

Phone Number: _____ Email Address: _____

Home Address: _____

City: _____ Zip Code: _____

II. Connection to School

- **Are you a parent/guardian?** [ ] Yes [ ] No
  - *If yes, Student Name(s) & Grade(s):* _____
- **Are you a community member/alumnus?** [ ] Yes [ ] No
- **Are you volunteering for college/career credit?** [ ] Yes [ ] No

III. **Volunteer Interests**

- Availability: [ ] Morning [ ] Afternoon [ ] After School [ ] Weekends/Events
- Areas of Interest (Check all that apply):
  - [ ] Classroom Assistant (High School)
  - [ ] Office/Administrative Support
  - [ ] Field Trip Chaperone (Day Trip)
  - [ ] Athletics/Coaching (requires Live Scan)
  - [ ] Overnight Chaperone (requires Live Scan)
  - [ ] Guest Speaker (Topic: _____)

IV. Legal & Safety Attestations

- **TB Clearance:** I have attached a negative TB test or risk assessment dated within the last 4 years. [ ] Yes [ ] No [ ]
- **Background Check:** I authorize [School Name] to conduct a Megan's Law sex offender registry check. Yes [ ] No [ ]
- **Mandated Reporter**: I understand that as a volunteer, I have a duty to report any suspected child abuse or neglect to a school administrator immediately.
  Yes [ ] No [ ]

V. Confidentiality & Liability Agreement

I, the undersigned, understand and agree to the following:

1. **Confidentiality:** I will maintain the confidentiality of all student and staff information I may be exposed to (FERPA compliance).
2. **Supervision:** I will remain under the direction of school staff and will not discipline students.
3. **Conduct:** I will follow all school policies, including the smoke-free and drug-free campus policies.
4. **Liability:** I understand that as a volunteer, I am not an employee of the school. I release [School Name] from liability for any injuries sustained during my volunteer service.

Signature of Applicant: _____ **Date:** _____

For Office Use Only

- **ID Verified:** [ ]
- **Megan's Law Check Clear:** [ ]
- **TB Clearance on File:** [ ] (Expires: _____)
- **Live Scan Received (if Level III):** [ ]
- **Mandated Reporter Training Cert:** [ ]
- **Approved Level:** I II III

YPICS Alumni Volunteer Policy and Contract

(Individuals who volunteer on a regular basis for more than one day or without staff supervision must adhere to the YPICS Volunteers Policy.)

Alumni are welcome to come to campus and volunteer during school & program hours, to assist in community service or volunteer to serve in a teacher's classroom. Alumni may not come to "hang out."

1. Alumni are welcome on the YPI Charter School campus. All alumni volunteers must obtain administrative approval before visiting a YPI Charter School campus.
2. There should be no more than 5 alumni volunteers on campus (during school or program hours).
3. Alumni volunteers should arrive before the 6th periodto be permitted on campus.
4. In order to guarantee the safety of all adults and students on campus, all alumni volunteers must report to the Main Office, sign in, and obtain a volunteer's badge. This badge must be worn at all times while on campus. Before leaving, volunteers must report to the Main Office to sign out, return the badge, and exit the campus.
5. If alumni volunteer during after-school program hours, they must sign in with the after-school program.
6. Alumni volunteers must remain in the classroom assigned to them throughout the day.
7. Alumni volunteers must adhere to the same rules and policies that apply to current students. (No gum, cell phones, iPods, baggy clothes, etc.)
8. Alumni volunteers must have a specific purpose for their visit (e.g., tutoring, assisting teachers with classroom needs).
9. Alumni volunteers are not to roam the campus.
10. Alumni volunteers are asked to enter and leave the class quietly.
11. Alumni volunteers must remain on campus; once they leave, they may not return the same day.

If an alumnus violates any of the above provisions, they will be asked to leave campus and will lose the right of return for a period of time to be determined by the administration.

I have read and understand this policy as it pertains to my visit to a YPI Charter School Campus.

_____
Teacher Visiting

_____ _____
Volunteer Signature Date

YPICS Volunteer Handbook

Welcome to the YPI Charter Schools team! We are thrilled to have your support for our students. This handbook outlines our expectations to ensure a safe, responsible, and respectful environment for everyone on campus.

1. Getting Started: The Check-In Process

To maintain a secure campus, all volunteers must follow these entry procedures:

- Park in designated visitor stalls or as instructed by the front office.
- Sign-in at the front desk.
- Wear your Volunteer Badge at all times. It must be visible on your upper torso.
- Sign-out when your shift is over so we can track your total volunteer hours.

2. Professional Conduct & Boundaries

Our students are at a sensitive stage of development. Maintaining clear, professional boundaries between adults and students is critical.

- Physical Contact: Maintain a "brief and appropriate" standard (e.g., high-fives or side-hugs are generally acceptable; avoid long hugs or students sitting on laps).
- Communication: Do not exchange personal phone numbers, social media handles, or private emails with students. Always use school-approved channels or include a staff member in communications.
- One-on-One: Never be alone in a room or secluded space with a student. Doors should always remain open when working with a small group.
- Language: Use positive, encouraging language. Profanity or derogatory remarks are strictly prohibited.

3. Student Confidentiality (FERPA)

As a volunteer, you are legally bound by the Family Educational Rights and Privacy Act (FERPA).

- What stays at school: Anything you see or hear regarding a student’s grades, behavior, disabilities, or home life is strictly confidential.
- Social Media: Do not take photos or videos of students on your personal devices. Never post students' names or photos on your personal social media accounts.

4. Health & Safety Protocols

- Emergency Procedures: Familiarize yourself with the "Emergency Procedures" card posted in every classroom. In the event of a fire drill or lockdown, follow the instructions of the nearest staff member.
- Injuries: If a student is injured, do not attempt to provide medical treatment beyond basic comfort. Escort them (or send for help) to the Main Office immediately.
- Mandated Reporting: If a student discloses abuse or neglect to you, listen calmly but do not investigate. Immediately inform a school administrator or counselor.

5. Classroom/Campus Support Tips

- Be Proactive: If the teacher is busy, look for small ways to help—sharpen pencils, organize materials, or check in with a student who looks stuck.
- Let the Teacher Lead: The teacher is the authority in the classroom. If a student challenges your direction, calmly refer them to the teacher.
- Cell Phones: Please keep your phone on silent and away while volunteering to model good behavior for our students.

6. Schoolwide Behavior Expectations and Outcomes

- Schoolwide Behavior Expectations: Students and adults are expected to be Safe, Responsible, and Respectful
- Student Outcomes: Student CRACLL or are College Ready (& career), Active Citizens, and Lifelong Learners

6. Important Contact Information

	MORCS	BCCS	BCCHS
Front Office			
Volunteer Coordinator			
Attendance Office			

Volunteer Acknowledgment: By signing the Volunteer Application, you acknowledge that you have read and agree to abide by the guidelines set forth in this Handbook.

YPICS Volunteer Orientation Checklist

Volunteer Name: _____ Start Date: _____

Assigned Staff/Department: _____

Phase 1: Compliance & Documentation

- *[ ] **Application Received:** Signed Volunteer Application on file.*
- *[ ] **Identification:** Copy of government-issued photo ID scanned.*
- *[ ] **Clearances Verified:***
  - *[ ] Megan's Law (all volunteers)*
  - *[ ] TB Test/Assessment (within 4 years) Support from HR required*
  - *[ ] Live Scan/Fingerprinting (Tier III only) Support from HR required*
  -
- *[ ] **Training Completed:***
  - *[ ] Mandated Reporter Training certificate received.*
  - *[ ] FERPA Training*
- *[ ] **Policy Review:** Volunteer Handbook provided and Acknowledgment signed.*

Phase 2: Facilities & Logistics

- *[ ] **Check-In Procedure:** Demonstrated how to use the visitor management kiosk (e.g., Raptor/LobbyGuard).*
- *[ ] **Badging:** Issued a volunteer lanyard or explained where to pick up temporary stickers daily.*
- *[ ] **The Grand Tour:***
  - *[ ] Front Office and Staff Workroom.*
  - *[ ] Designated Volunteer Restrooms.*
  - *[ ] Staff Lounge (explained rules for coffee/refrigerator use).*
  - *[ ] Assigned work area (e.g., Classroom, Library, Office).*
- *[ ] **Parking:** Instructions provided on where to park and how to avoid citations/towing.*

Phase 3: Health & Safety

- *[ ] **Emergency Map:** Pointed out evacuation routes and "Emergency Folders" in their work area.*
- *[ ] **The "Red Folder":** Explained the "Hold, Secure, Lockdown" protocols used by the school.*
- *[ ] **First Aid:** Location of the Health Office and nearest AED/First Aid kit.*
- *[ ] **Staff Contacts:** Provided the extension for the Front Office and the name of their direct supervisor.*

Phase 4: School Culture & Roles

- *[ ] **Schedule:** Confirmed days and hours of service.*
- *[ ] **Reporting Absences:** Provided the process for calling in if they cannot make their shift.*
- *[ ] **Student Boundaries:** Re-emphasized the "No 1-on-1" rule and social media policy.*
- *[ ] **Cell Phone Policy:** Confirmed phone use is for emergencies only during service.*

Orientation Completion

I have completed the orientation and feel prepared to begin my service at [School Name].

Volunteer Signature: _____ Date: _____

Staff Initial: _____