

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday March 2, 2026 at 6:00 PM PST

Location

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

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/83039239301>

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

17037 Chatsworth St, #201, Granada Hills CA 91344

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
E. Approval of February 2, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

II. Communications 6:03 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

Purpose Presenter Time

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

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

When addressing the Board, speakers are requested (but not required) to state their name and address from the podium and adhere to the time limits set forth. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.

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

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 6:03 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 January to review the CA Dashboards for each school. The next scheduled meeting will be in March to review mid-year district

	Purpose	Presenter	Time
<p>benchmark assessment results against the academic school action plans. Lastly, ED King-Berg will conduct an outside audit of the Special Education Program, which will focus on program review along with academic outcomes, number of students, and fiscal best practices when supporting students with IEPS</p>			

2. Board Finance Committee update presented by Committee Chair, Michael Green: Finance Committee met last on February 2, 2025, at 5:00 PM. The committee's recommended fiscal items were presented to the board for approval during the regular board meeting held the same day at 6:00 PM. This committee is looking forward to reviewing the Special Education Audit Recommendations for implementation to improve the outcomes. The Audit Team is being led by Alice Fisher, Retired CDE Special Education Director.

3. Board Technology Committee update will be presented by Committee Chair, Dean Cho. Ryan and I have been reviewing e-rate consulting from learning tech. Based on their pricing, they are unreasonable. Our current E-Rate Consultant, Learning Tree, is about 20k total for the year. Vet other consultants. The Director is reviewing other E-Rate consultants. Ryan has budget tracking for forecasting. He has helpful diagrams; the goal is to have a virtual for decision making. From Board Member Cho's perspective, Learning Tree is quite expensive. BCCS firewall: The equipment was delivered many months ago, and we need a plan to replace the existing firewall. The licensing will expire in 3 years. MORCS needs to upgrade beginning on 27. The overall goal is to standardize the entire network. Managing the staff to the equipment network is positive. We will need to engage someone to develop an overall security plan.

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

	Purpose	Presenter	Time
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	FYI	Mary Keipp	2 m

All board members must submit their Form 700 responses electronically via the county website at <https://losangelescounty.southtechhosting.com/eDisclosure>.

IV. Consent Agenda Items 6:22 PM

A. Background	Vote		5 m
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All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below.

Unless specifically requested by a Board member for further discussion or 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.

B. Consent Items	Vote	Mary Keipp	3 m
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1. Receive and file the FY24-25 YPICS LAUSD Oversight Reports

V. Items Scheduled For Action 6:30 PM

A. FY25-26 YPICS January Financials	Vote	Irina Castillo	5 m
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This is a recommendation to approve the YPICS January 2026 financials and check registers as submitted.

B. YPICS FY25-26 2nd Interim Report	Vote	Irina Castillo	10 m
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This is a recommendation to approve the YPICS FY25-26 2nd Interim Report.

C. YPICS Safe and Secure Learning Environment for All Students Policy Update	Vote	Ruben Duenas	5 m
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This is a recommendation to the Board to approve the updated YPICS Safe and Secure Learning Environment for All Students Policy to include updates in accordance with AB 49 Immigration Model Policies.

D. Regional Placement Center Program: Partnership with Expatiate	Vote	Yvette King-Berg	5 m
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This is a recommendation to the Board to approve a regional placement center program partnership with Expatiate.

	Purpose	Presenter	Time
E. Recommendation to approve Larson Communications Proposal	Vote	Yvette King-Berg	2 m
This is a recommendation to approve Larson Communications proposal to increase enrollment.			
F. Comprehensive School Safety Plan BCCS	Vote	Yvette King-Berg	3 m
Recommendation to approve the update of the Comprehensive School Safety Plan which includes the updated Safe and Secure Policy.			
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 23, 2026.			
VII. Closing Items			7:02 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of February 2, 2026 Regular Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of February 2, 2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on February 2, 2026

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday February 2, 2026 at 6:00 PM

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 Zoom link below: <https://us06web.zoom.us/j/89118246591>

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Trustees Present

C. Lopez, D. Cho, M. Green, M. Keipp

Trustees Absent

S. Mendoza

Guests Present

Alex Jacobson, Arjun Kushwaha, Expatiate, D. Rios (remote), F. Zepeda, I. Castillo, K. Gamez (remote), M. Garcia, R. Duenas, V. Nutt, Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Feb 2, 2026 at 6:15 PM.

C. Additions/Corrections to Agenda

There were no additions or changes to the agenda.

D. Approval of December 8, 2025 Regular Board Meeting Minutes

This action item was tabled to the next regular board meeting.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

B. YPICS Director of Special Education's Compliance Report

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 slightly. The total overdue IEPs across the three schools increased from 0 to 1. This IEP was rescheduled for February 2, 2026.

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%.

BCCS experienced a decline in compliance metrics. High-tier service delivery (Tiers 1-2) dropped from 79.4% to 73.7% (-5.7%). The number of students in the 80–89% service delivery bracket increased from 16.0% to 21.0%.

MORCS showed modest, steady improvement with a high-tier service delivery (Tiers 1-2) increased from 58.2% to 62.1% (+3.9%). The percentage of students receiving less than 70% of services (Tiers 4-6) remained stable at 4.5%.

C. Bert Corona Charter School Executive Administrator's Report

BCCS has their iReady assessment in December. Some highlights from the assessment were:

- 7 students 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 hit 142% typical growth in reading.

Culture and Climate continue to improve at BCCS. Some highlights for culture and climate were:

- The SCC team had a huge decrease in ODRs. The fall semester had a 51% *decrease* in ODRs when comparing 24-25 and 25-26 fall data.
- As of current, the staff have awarded 248,093 scholar dollars to students! They are reducing undesired behaviors and recognizing significantly more scholars for their amazing work and behavior at school.

D. Monseñor Oscar Romero Charter School Executive Administrator's Report

MORCS i-Ready diagnostic data from December showed 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. Overall, the trajectory is encouraging as we work toward our school-wide 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.

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, a total of 369 PPRs have been submitted. 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%.

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.

E. Bert Corona Charter High School Executive Administrator's Report

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.

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 accreditation visit in April. The discussion focused on readiness, stakeholder participation, and key focus areas for presentation.

F.

YPICS Chief Operations Officer's Report

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.

YPICS Volunteer Policy

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

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 organizational planning needs. As we continue to refine and build our program implementation model, staff will adjust the budget accordingly. See the full report for the chart, which outlines how the budget has been allocated and adjusted over time to meet needs.

G. YPICS Executive Director Report

Ms. King-Berg highlighted two areas from her full Board Report Special Education and UCLA Partnership with a visit from Board Member Gonez.

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.

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

Thank You, Special Guest: Kely Gonez, LAUSD Board Member, District 6, Joins our Learning LAB!

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.

H. Form 700

Los Angeles County Board of Supervisors Statement of Interest - Form 700. 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 designated in a conflict-of-interest code, are required to disclose certain financial interests according to the disclosure categories assigned to their positions in their agency's conflict-of-interest code. Certain public officials, including those who manage public investments, are required to disclose all financial interests. These officials make full economic disclosure in accordance with state law rather than with their agency's conflict-of-interest code.

Board Chair Reminded Board Members to reach out to Ms. Gachuzzo if they needed help to complete their annual obligation timely.

I. LCAP Mid-Year Update

The Mid-Year Update for all three YPICS was presented to the Board today.

The **Local Control and Accountability Plan (LCAP)** is a three-year strategic plan that California school districts (LEAs) use to set goals and decide how to spend funds to

improve student outcomes. The **Mid-Year Update** is a formal report presented to the local school board on or before **February 28** each year.

It focuses on three core areas:

Implementation Progress: Are the planned actions (like hiring new tutors or launching a mental health program) actually happening?

Expenditure Data: How much of the budgeted money has been spent so far?

Available Outcome Data: What do the early numbers say? (e.g., mid-year test scores, attendance rates, or suspension data)

The mid-year update serves as a "pulse check" for the school year. Its importance can be boiled down to three main reasons:

1. Transparency and Trust

In the past, the public often didn't see how money was being spent until the school year was almost over. This update provides "real-time" transparency, allowing parents, teachers, and community members to see if the district is following through on its promises while there is still time to make an impact.

2. Strategic Course Correction

If a specific program isn't working or isn't being implemented as planned, the mid-year update highlights that gap. District leaders can use this data to pivot—reallocating funds or changing strategies for the second half of the year rather than waiting for a post-mortem in the summer.

3. Focus on Equity

A major goal of the LCAP is supporting "unduplicated" students (English learners, foster youth, and low-income students). The mid-year update ensures that the extra "supplemental and concentration" funds meant for these groups are actually reaching them and making a difference in their mid-year performance metrics.

J. **Regional Placement Center Program: Partnership with Expatiate**

YPICS is considering transitioning to a Regional Placement Center model, which represents a strategic shift from fragmented, high-cost external placements toward a sustainable, collaborative ecosystem. By partnering with an ESA or EPA, our schools can pool financial resources to build a centralized hub of expertise that no single school or district could afford on its own. This model is being considered because it allows us to retain greater fiscal control and instructional oversight, ensuring that our students with the most complex needs receive high-quality, specialized interventions closer to their home communities. We are trying to move this subgroup academically. However, we often do not receive timely information from our contractors to make informed, data-driven decisions. Ultimately, we are considering this partnership to transform an unpredictable

"tuition-based" expense into a stable, value-driven investment that prioritizes both student outcomes and long-term budgetary health.

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

The LAUSD Prop 39 preliminary offer is essentially a "draft" of where the district intends to place the charter school for the upcoming school year. It typically includes:

Location: The specific school site(s) where space is being offered (often leading to a "co-location," where a district school and a charter school share the same campus).

Space Allocation: The number of classrooms and a description of "specialized" and "non-teaching" spaces (like gyms, cafeterias, or libraries) that the charter will be allowed to use.

Draft Facilities Use Agreement (FUA): A legal contract outlining the terms, conditions, and costs (fees) for using the space.

Reasonably Equivalent Analysis: A comparison showing how the offered space is similar to what students in traditional district schools receive.

It is called preliminary because it kicks off a mandatory negotiation period.

The Deadline: By law, LAUSD must issue these preliminary offers by **February 1** each year.

Charter Response: After receiving the offer, the charter school has until **March 1** to review it and submit written concerns (e.g., if they believe the site is too far away or the number of rooms is insufficient).

Final Offer: LAUSD then reviews these concerns and must issue a **Final Offer** by **April 1**.

IV. Consent Agenda Items

A. Background

B. Consent Items- YPICS SARC Reports and ASES GANS

C. Lopez made a motion to approve the consent agenda items.

M. Green seconded the motion.

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

Roll Call

C. Lopez Aye

D. Cho Aye

S. Mendoza Absent

M. Green Aye

V. Items Scheduled For Action

A. FY25-26 YPICS December Financials

C. Lopez made a motion to approve the YPICS December 2025 financials and check registers as submitted.

M. Green seconded the motion.

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

Roll Call

D. Cho Aye

S. Mendoza Absent

C. Lopez Aye

M. Green Aye

B. YPICS FY24-25 Audit

M. Green made a motion to receive and file the FY24-25 YPICS Audit.

D. Cho seconded the motion.

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

Roll Call

M. Green Aye

D. Cho Aye

C. Lopez Aye

S. Mendoza Absent

C. Approve the YPICS Volunteer Policy

M. Green made a motion to approve the YPICS Volunteer Policy.

D. Cho seconded the motion.

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

Roll Call

M. Green Aye

D. Cho Aye

C. Lopez Aye

S. Mendoza Absent

VI. Announcements

A. Next Board Meeting

The next board meeting will be held on Monday, March 2, 2026 at Monseñor Oscar Romero Charter School.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:46 PM.

Respectfully Submitted,
Y. Zubia

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: 26-03-02 YPICS DoSP BoD Report.pdf



**YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION**

Submitted by: Vashon Nutt

March 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	5	L.G.	18
S.P.	25	J.M.	28	C.M.	17
O.R.	24	J.P.	28		
S.A.	8				
Total	83		61		35
BCCS Average	20.75	BCCHS Average	20.33	MORCS Average	17.50

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.

March	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	2	127	75.6%	28	16.7%	10	6.0%
	BCCHS	2	91	88.3%	8	7.8%	3	2.9%
	MORCS	0	43	62.3%	23	33.3%	3	4.3%

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%

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 February vs March Data

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

The detailed comparison, including the change from February to March, 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)

- **Service Delivery (Tiers 1-2):** Decreased from **90.0% to 88.3%** (-1.7%). While still the highest of the three schools, this is the first downward trend for the school.
- **The "Yellow Zone" (Tier 3):** Increased from **6.0% to 7.8%**. This explains the dip in Tier 1-2; about 2% of the student population drifted from "full service" into the "partial service" category.
- **Low Delivery (Tiers 4-6):** Improved slightly from **3.0% to 2.9%**. They are doing an excellent job of keeping the "critically underserved" population very small.
- **Compliance: Overdue IEPs rose from 1 to 2.**
 - **Analysis:** One IEP remains overdue while we explore placement options, while the other IEP became overdue due to a mistake made when calendaring the IEP meeting. The IEP has been scheduled for March 6, 2026.

2. BCCS (Bert Corona Charter School)

- **Service Delivery (Tiers 1-2):** Improved from **73.7% to 75.6%** (+1.9%).
- **The "Yellow Zone" (Tier 3):** Dropped from **21.0% to 16.7%** (-4.3%). This is a positive trend, as students previously receiving only 80-89% of services are likely the ones who moved up into the 90-100% bracket.
- **Low Delivery (Tiers 4-6):** Increased from **4.8% to 6.0%**. While small, this indicates a handful of students (roughly 2 additional students based on the raw count) are now receiving significantly fewer services than required.
- **Compliance: Overdue IEPs rose from 0 to 2.**
 - **Analysis:** One of the overdue IEPs was caused by case carrier oversight, while the other was caused by a shift in a contracted service provider. Both IEPs should be compliant by March 2, 2026.

3. MORCS (Monsenor Oscar Romero Charter School)

- **Service Delivery (Tiers 1-2):** Improved slightly from **62.1% to 62.3%** (+0.2%).
- **The "Yellow Zone" (Tier 3):** Remained exactly the same at **33.3%**. One-third of their students consistently receive 80-89% of their services.
- **Low Delivery (Tiers 4-6):** Improved from **4.5% to 4.3%** (-0.2%).
- **Compliance: Maintained 0 overdue IEPs.**

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.

25-26 COMPLIANCE MONITORING

- **Bert Corona Charter School** will participate in DVR during the 25-26 school year.
 - **February 10, 2026** - DVR Corrective Actions Due **(completed)**
- **Bert Corona Charter High School** will participate in the DVR during the 25-26 school year.
 - **February 24, 2026** - DVR Corrective Actions Due **(completed)**

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: 26-03-02 BCCS EA BoD Report.pdf



Board Report
 Dr. Kevin Myers, Executive Administrator
 March 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

Since the last board meeting, I have met with all teachers to discuss student performance so far and to give feedback and direction for the second semester. This past week, the instruction team and I conducted a deeper dive into our iReady data so we can provide targeted support in the areas of greatest need. Here are the groups of students where we need to provide targeted support. In some cases, highlighted in blue and orange, multiple subgroups underperformed in one cohort. Our support team (non-teachers) will be providing supports in these classes with the goal of helping these students increase their performance by the end of the school year. In total, **122 groups and subgroups were analyzed and 20 of those groups were identified as underperforming.** These will be the groups where we will focus our efforts.

PRIORITY 1: Underperforming by All/Most Metrics			
CONTENT	SUBGROUP	GL	COHORT
Reading	SPED	6	ALL
Math	SPED	6	ALL
Reading	SED	6	BLUE
Reading	Gen Ed	6	BLUE
Math	SPED	6	BLUE
Math	EL	6	BLUE
Math	SPED	6	GREEN
Reading	SPED	6	GREEN
Math	SPED	6	ORANGE
Reading	SPED	6	ORANGE
Reading	SPED	6	YELLOW
Math	EL	6	YELLOW
Math	SPED	7	GREEN
Math	EL	7	ORANGE
Reading	SPED	8	BLUE
Math	SPED	8	ORANGE
Math	EL	8	ORANGE
Reading	SPED	8	ORANGE
Reading	EL	8	ORANGE
Reading	SED	8	ORANGE
Reading	Gen Ed	8	ORANGE
Math	EL	8	ORANGE
Math	EL	ALL	ALL



iReady Deep Dive Celebrations:

During our review of the data, we identified the following groups where students already met or exceeded their goals for the end of the year! These groups include general education, special education, and English learners in various cohorts across the campus.

Content	COHORT	Program	GRADE	Median Typical %	Typical Goal	Typical Goal Met (Y/N)	% Met Typical	Goal	Goal Met (Y/N)	Median Stretch %	Stretch Goal	Stretch Goal Met (Y/N)	Improved Placement	Goal	Goal Met (Y/N)
Reading	GREEN	EL	8	256%	100%	EXCEE...	67%	60%	YES	92%	50%	EXCEE...	67%	60%	YES
Reading	BLUE	SED	7	243%	100%	EXCEE...	73%	60%	EXCEE...	81%	50%	EXCEE...	68%	60%	YES
Math	YELLOW	EL	7	239%	100%	EXCEE...	83%	60%	EXCEE...	94%	50%	EXCEE...	83%	60%	EXCEE...
Reading	ORANGE	EL	7	226%	100%	EXCEE...	100%	60%	EXCEE...	83%	50%	EXCEE...	100%	60%	EXCEE...
Reading	ORANGE	SED	7	210%	100%	EXCEE...	71%	60%	EXCEE...	74%	50%	EXCEE...	71%	60%	EXCEE...
Reading	BLUE	Gen Ed	7	206%	100%	EXCEE...	72%	60%	EXCEE...	70%	50%	EXCEE...	72%	60%	EXCEE...
Reading	ORANGE	Gen Ed	7	192%	100%	EXCEE...	67%	60%	YES	62%	50%	EXCEE...	70%	60%	EXCEE...
Reading	YELLOW	SPED	7	182%	100%	EXCEE...	71%	60%	EXCEE...	62%	50%	EXCEE...	71%	60%	EXCEE...
Reading	ALL	SED	7	179%	100%	EXCEE...	66%	60%	YES	61%	50%	EXCEE...	66%	60%	YES
Reading	ALL	Gen Ed	7	171%	100%	EXCEE...	64%	60%	YES	58%	50%	YES	65%	60%	YES
Reading	ORANGE	SPED	7	167%	100%	EXCEE...	63%	60%	YES	55%	50%	YES	63%	60%	YES
Reading	ALL	Gen Ed	7	165%	100%	EXCEE...	62%	60%	YES	56%	50%	YES	64%	60%	YES
Reading	YELLOW	SED	7	162%	100%	EXCEE...	67%	60%	YES	54%	50%	YES	67%	60%	YES
Reading	ALL	Gen Ed	7	159%	100%	EXCEE...	62%	60%	YES	54%	50%	YES	62%	60%	YES
Reading	BLUE	EL	7	156%	100%	EXCEE...	83%	60%	EXCEE...	53%	50%	YES	67%	60%	YES
Reading	YELLOW	EL	8	139%	100%	EXCEE...	80%	60%	EXCEE...	50%	50%	YES	80%	60%	EXCEE...
Math	GREEN	EL	7	138%	100%	EXCEE...	60%	60%	YES	55%	50%	YES	60%	60%	YES
Math	ORANGE	SPED	7	112%	100%	EXCEE...	63%	60%	YES	50%	50%	YES	63%	60%	YES

Math Areas of Focus:

As an organization, YPICS identified math as an area of need across all schools. To address this need, we have been partnering regularly with UCLA Math Project and iReady to train teachers, observe instruction, and identify tools and strategies that will help increase engagement and performance at our schools. At BCCS, we have identified the following areas of focus with the support of our partners:

- Academic Discourse
- Utilization of the iReady Resources and Slides
- Utilization in each lesson/unit of the prerequisite lesson identified by the iReady program
- Monitoring of pacing using the iReady pacing guide tool

Culture & Climate

Our culture and climate team has been focused on classroom observations to analyze the fidelity of implementation of our PBIS core features. The team is observing each classroom at least twice to determine whether or not core features are clearly implemented across the school. Based on the data they collect, the team will plan differentiated professional development for teachers and staff that will target a variety of needs. Our goal is to hit at least 80% fidelity this school year, which is the benchmark of a successful implementation.



Community Schools

Our community schools team continues to build strong relationships with our students, families, and community partners. During our spring parent conferences, the team will be conducting our second round of stakeholder surveys using the YouthTruth platform. Based on the fall semester survey, we adjusted our strategic plan for the year to meet the needs identified in the survey. We plan to do the same with the spring semester feedback, and we will use the data from both to plan for the 26-27 school year.

Our CS team is also working on a trip to Washington, D.C. over spring break for some of our 8th-grade students. Through a partnership with EF Tours, our 8th graders have raised funds to pay for their trip over the last 8 months, and they are set to go on a life-changing trip in April. Mr. Walter, our 8th-grade English teacher, is leading the trip.

Operations

Enrollment is progressing for next year, and we have some more events coming up this spring at local elementary schools where we will be able to continue recruitment. We have recently received invitations from a couple of local district schools after we dropped off bikes that they could raffle to their families and students!

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 March 2, 2026.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

March 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.

As we continue our work toward academic excellence and whole-child development, this reporting period highlights important strides in Instruction, Culture & Climate, Operations, and Student Activities. Our team remains focused on increasing student achievement, strengthening positive school culture, and improving attendance outcomes, all while providing meaningful enrichment opportunities for students. The data below reflects both celebrations and areas of continued focus as we move into the next phase of the school year.



Instruction

Our 6th grade team implemented a targeted motivation strategy tied to growth on the i-Ready Diagnostic and personalized lessons platform. Students who completed the highest number of i-Ready lessons with passing scores were recognized for their persistence, effort, and academic ownership.

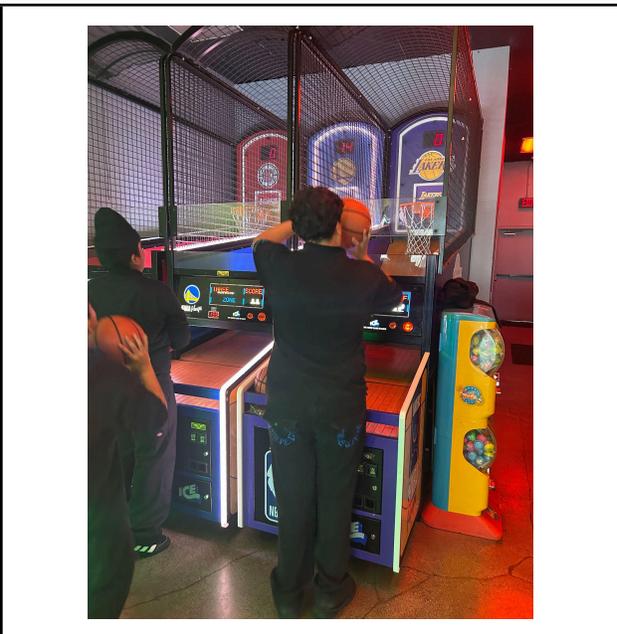
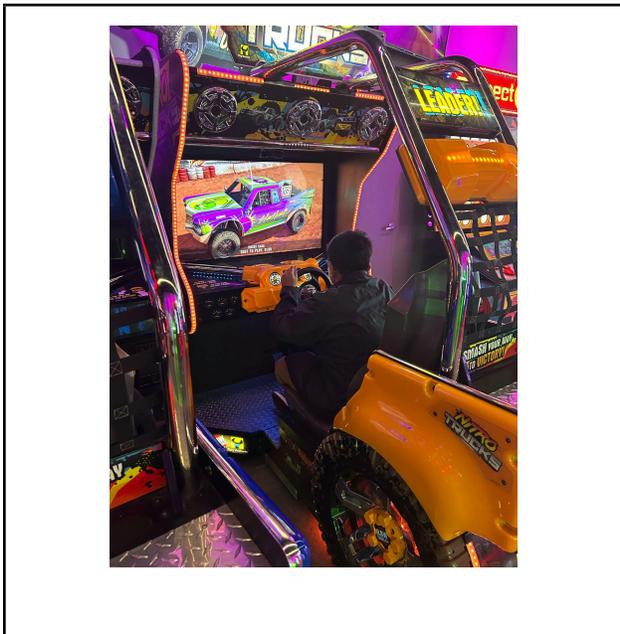
- 18 students earned this recognition.
- Students were celebrated with a two-hour field experience at Ultrazone Laser Tag.
- The experience provided structured team-building, positive peer engagement, and a fun incentive directly tied to academic performance.

This celebration reinforces our commitment to:

- Linking academic effort to meaningful recognition.
- Promoting growth mindset and stamina in foundational Math and Reading skills.
- Building positive grade-level culture around achievement.

We will continue to monitor i-Ready lesson completion and passing rates to ensure increased rigor, accountability, and growth across all grade levels.





Culture & Climate

Our PPR system continues to reinforce positive behavior, academic effort, and alignment to our school values.

Current PPR totals:

- 6th Grade: 167
- 7th Grade: 127
- 8th Grade: 157

These recognitions include positive phone calls home and acknowledgment of students demonstrating responsibility, leadership, and perseverance. The consistency of recognitions reflects staff commitment to celebrating what is going well and proactively shaping school culture.

Current ODR totals:

- 6th Grade: 36
- 7th Grade: 198
- 8th Grade: 183

While 6th grade referrals remain relatively low, 7th and 8th grade continue to require targeted behavioral supports. Our focus moving forward includes:

- Restorative conversations and reteaching expectations.
- Tiered behavioral interventions.
- Increased family communication.
- Alignment of classroom systems to reduce repeat referrals.

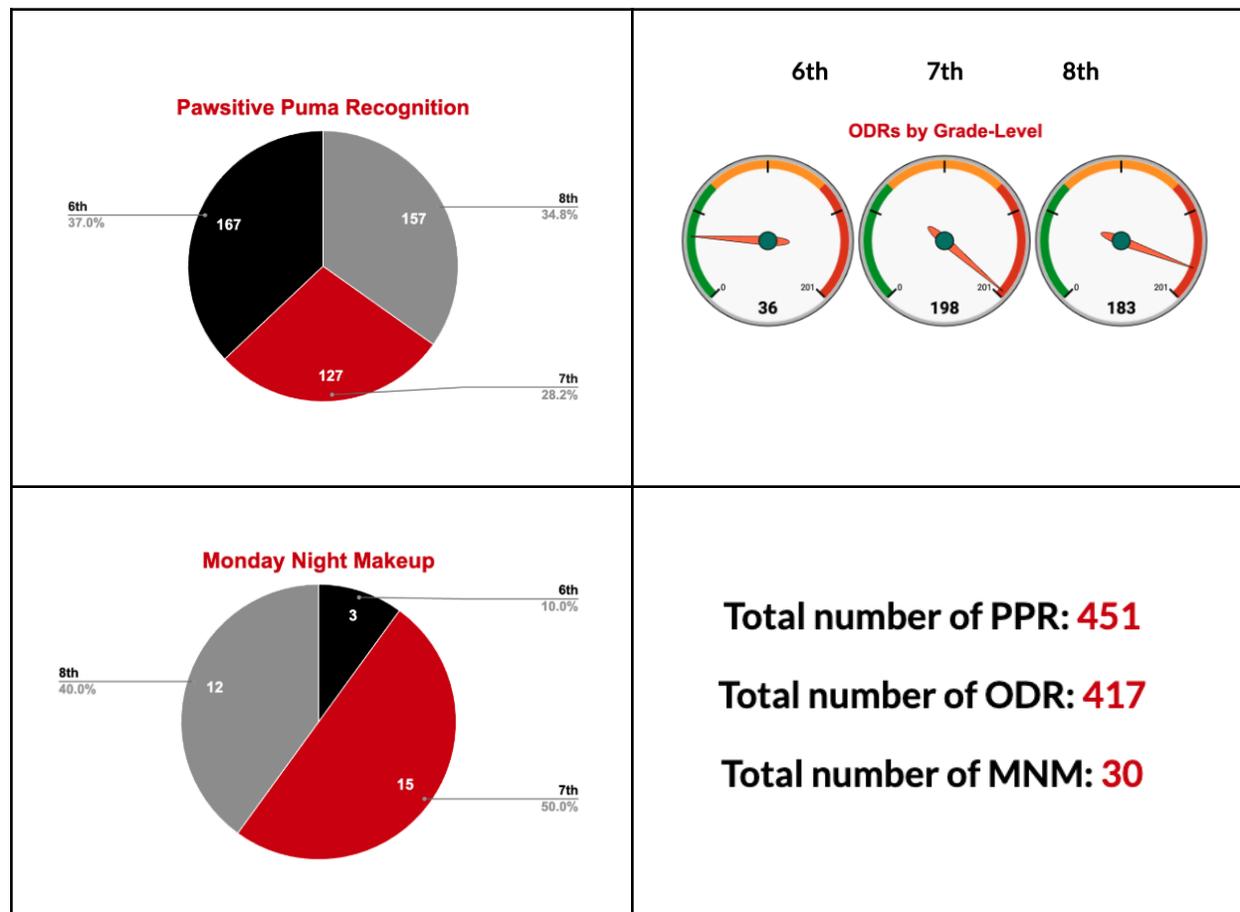


Monday Makeup Days serve as structured accountability for incomplete work and behavioral resets.

Current totals:

- 6th Grade: 3
- 7th Grade: 15
- 8th Grade: 12

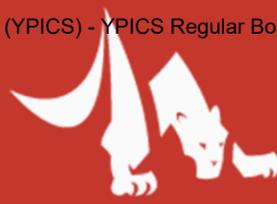
The data reflects stronger work completion trends in 6th grade, while upper grades continue to build consistency around academic responsibility and follow-through.



Operations

- Current ADA: 91%
- Goal ADA: 95%
- Most Recent Daily Attendance Rate: 93%

Although we have seen improvement in recent daily attendance, our year-to-date ADA remains below target. Chronic absenteeism continues to impact instructional time and academic progress.

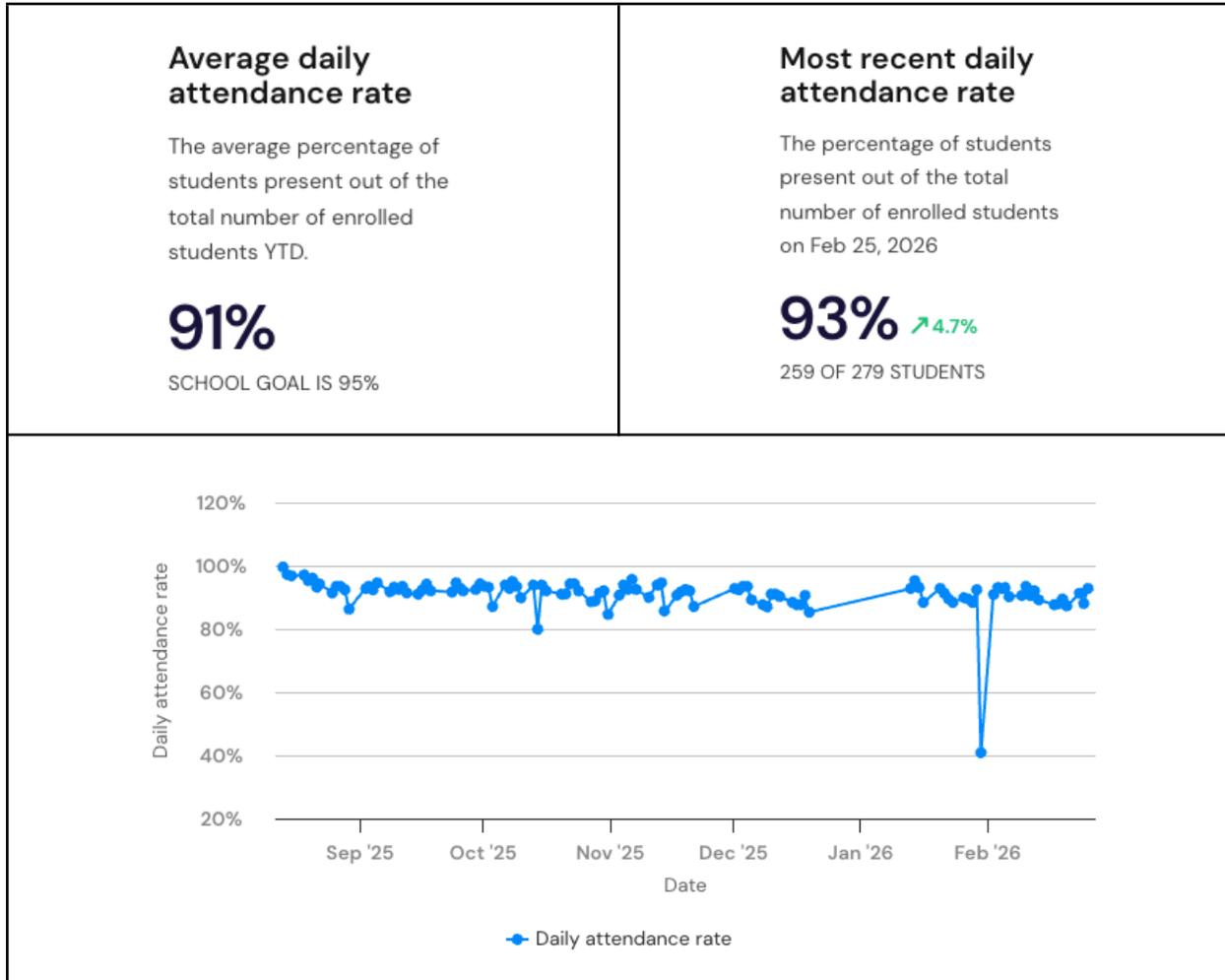


**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

Ongoing strategies include:

- Regular family meetings to reinforce the importance of daily attendance.
- Monthly incentives celebrating students with perfect attendance.
- Positive recognition for improved attendance trends.
- Monitoring of at-risk students through tiered intervention supports.

Improving ADA remains a top operational and academic priority.

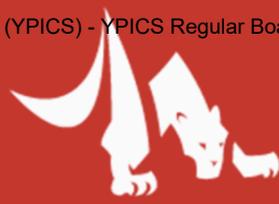


Other Events

Our boys and girls basketball seasons concluded on February 26. Both teams competed with resilience and determination during a rebuilding year. While we are continuing to develop our athletic programs, student participation, teamwork, and school spirit remained strong.

We look forward to closing out the school year with:

- Boys Soccer



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- Girls Soccer
- Co-ed Volleyball

Athletics continue to provide leadership development, structured after-school engagement, and opportunities to strengthen student connectedness to school.



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: 26-03-02 BCCHS EA BoD Report.pdf



Board Report

Max Garcia, Executive Administrator

March 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

Third Writing Assessment

Throughout the 2025–2026 school year, all students have completed two writing assessments: the Fall Writing Assessment, which focused on narrative writing, and the Winter Writing Assessment, which centered on explanatory writing. The upcoming Spring Writing Assessment will emphasize argumentative writing. English teachers will administer this assessment in their classes during the week of March 2–6, 2026. During the January Total Professional Development day, all teachers, including English teachers, participated in the Los Angeles County Office of Education (LACOE) Writing Across the Curriculum training. This session provided additional strategies and resources to enhance students' writing proficiency across all subject areas. The training represented the fourth installment in a series of LACOE-facilitated professional learning sessions conducted this school year.

College & Career

Dual Enrollment Spring 2026 LAMC Courses

For Spring 2026, the Los Angeles Mission College (LAMC) courses offered on our campus are Chicano Studies 008: The Mexican-American in the History of the United States II and Administrative Justice 104: Introduction to Forensic Science. Chicano Studies 008 began on February 9 and currently has 30 students enrolled. Administrative Justice 104 began on February 25 and currently has 32 students enrolled.

Parent Workshops (Ongoing)

On February 3, we held our monthly Parent College Workshop, “Choosing College Together,” designed to help parents and students navigate the uncertainties of selecting the right college fit. During the session, parents gained valuable insight into the transition process their students will experience and learned practical ways to support them through the journey to ensure college enrollment and completion.

School Culture and Climate

Athletics

BCCHS's athletics program has recently concluded the boys' and girls' soccer seasons and the boys' basketball season. Unfortunately, both the soccer teams and the boys' basketball team missed the playoffs this year for the first time in three years. While this outcome was challenging for our student-athletes, we see it as an opportunity for growth and development within our programs. Athletics play a crucial role in fostering our school culture and spirit. We remain committed to enhancing our programs and supporting our student-athletes in their development. Looking ahead, we are excited to kick off our spring sports season, which includes girls' softball, boys' baseball, and boys' volleyball. We are optimistic about the potential of these teams and are dedicated to ensuring a positive experience for all our athletes.

Operations

Enrollment Summary

9th Grade: 45, 10th Grade: 56, 11th Grade: 45, 12th Grade: 50 **Total Enrollment:** 196 students



Outreach

We are currently collaborating with Mateo from Mateo Elvira Media to enhance our school's social media presence. Mateo recently met with Mr. Max Garcia, Ms. Soria, and Ms. Fuentes to discuss the updates and strategies we would like to implement. He is presently reviewing our existing platforms and identifying opportunities to strengthen our online engagement. One of his initial recommendations is to remove all images depicting students wearing masks during the COVID-19 period. In addition, Mateo is partnering with Ms. Fuentes and Ms. Soria to finalize the photographs for our Street Banner Program. At this time, we have 26 double-sided banners located along Glenoaks Boulevard and Van Nuys Boulevard. The finalized artwork will be submitted to the City of Los Angeles Street Lighting Division for approval. Upon receiving approval, we will proceed with the production and installation of the banners.

Online Registration (OLR) Competition

The competition will be part of our school-wide initiative to maintain and enhance enrollment efforts. This competition was designed to engage students actively in the registration process while promoting a sense of community within our school. Incentives: 1st Place: The winning class will enjoy a pizza party and a non-uniform dress day. This reward recognizes their outstanding participation and enthusiasm. 2nd Place: The second-place class will receive ice cream and a non-uniform dress day to celebrate their commendable efforts. 3rd Place: The third-place class will be awarded a non-uniform dress day as a token of appreciation for their involvement. The incentives offered through this competition aim to encourage participation by rewarding classes for their enrollment efforts.

Parent Mtg 2/25 (9:00 am and 6 pm)

Our monthly Parent Meeting will be held on February 25th at 9:00 AM and 6:00 PM, both convenient times. This meeting aims to provide parents with important updates regarding school initiatives, academic programs, and opportunities for increased engagement within our school community. We will communicate important updates and share key information on school policies, upcoming events, and academic achievements. We encourage parent engagement to foster a collaborative relationship between parents and the school, emphasizing the importance of parental involvement in student success.

Community Schools

Youth Truth Survey Spring

The Youth Truth Survey is an essential tool for gathering student feedback on their educational experiences. Its significance lies in several key areas: enhancing academics, improving communication, and providing survey insights that help us understand how well students feel heard and supported, enabling us to strengthen communication among students, staff, and parents. Elevating the overall student experience by having students voice their opinions contributes to creating a more positive and inclusive school environment and ensures their needs and concerns are addressed. Participation in the survey is voluntary. Parents can opt their child out if they choose, and we will respect that decision. Letters were sent on Tuesday, February 24, 2026.

Cesar Chavez March for Justice 3/22/26

BCCHS students will be participating in the César Chávez "March for Justice". The march honors César Chávez for his social justice and advocacy. Our scholars' participation empowers students to advocate for social justice, highlighting issues such as immigration reform, workers' rights, and equality. The event fosters a sense of community and unity among students, encouraging them to stand together in support of shared values and goals. In addition, educational opportunity provides students with a real-world understanding of activism, history, and civic responsibility, inspiring future leaders.

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: 26-03-02 YPICS COO BoD Report.pdf



**Chief Operations Officer Report
March 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 Lost 1 student. MORCS had no change. BCCHS added 2 students.

Grade Level	BC	OR	HS
5	6		
6	115	72	
7	115	111	
8	112	94	
9			45
10			56
11			44
12			51
Total	348	277	196
Enroll Goal	358	306	237
(+/-)	-10	-29	-41

Community Actions

National Shutdown Response									
January 30, 2026 Attendance									
	BCCS			BCCHS			MORCS		
Enrollment	349			193			276		
Grade	Absent	Present	%	Absent	Present	%	Absent	Present	%
5	3	3	50%						
6	32	84	72%				33	37	53%
7	29	86	75%				69	43	38%
8	29	83	74%				54	40	43%
9				15	28	65%			
10				21	35	63%			
11				20	23	53%			
12				29	22	43%			
Total	93	256		85	108		156	120	
ADA	73.35%			55.96%			43.48%		

Valley Student Walkout												
February 6, 2026 Attendance												
	BCCS				BCCHS				MORCS			
Enrollment	348				194				276			
Grade	Absent	Walkout	Present	%	Absent	Walkout	Present	%	Absent	Present	%	
5		1	5	100%								
6	35	20	61	64%					1	70	99%	
7	46	28	41	47%					15	96	86%	
8	25	35	51	67%					6	88	94%	
9					14	4	25	64%				
10					34	13	9	21%				
11					23	9	11	32%				
12					16	10	25	61%				
Total	106	84	158		87	36	70		22	254		
		242				106						
ADA	69.54%				54.64%				92.03%			

Attendance Recovery

Background: Senate Bill (SB) 153 established the Attendance Recovery (AR) program to mitigate the negative impact that chronic absenteeism and emergency events have had on academic continuity for students and LEA funding. Beginning in fiscal year 2025–2026, LEA’s can start AR programs.

Impact: AR programs enable students to recoup absences for the purpose of apportionment for up to the lesser of ten total or the total number of absences accrued in a given school year by attending supplementary sessions outside of the regularly scheduled school day.

Programming: All YPICS sites have begun offering an AR program to students either before or after school, during weekends, or on intersession breaks (Thanksgiving, Winter, Spring, Summer). Student participating in an AR program are engaged in educational activities and content aligned to grade-level standards that are substantially equivalent to the student’s regular instructional program

Recordkeeping: YPICS is tracking and reporting attendance from participation in an AR program separately from attendance generated during the regular school day (EC Section 46211(d)(3)). The teacher of each AR classroom must document each student’s participation time, if hourly accounting of student participation is used. The LEA must maintain these records and provide access to this documentation during their annual audit, as needed (EC Section 46211(e)(1)).

Annual Audit: Starting with the 2025–26 Guide for Annual Audits of K–12 LEAs, Section H.Z. directs auditors to verify the requirements of (d), (e), (f) and (g) of EC Section 46211, and assess fiscal penalties for noncompliance (EC Section 46211(j)).

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's Report March 2026.pdf



EXECUTIVE DIRECTOR'S REPORT

March 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.

Subject: Charter Oversight Preparation & Strategic Partnership Progress

1. LAUSD Oversight Preparation & Strategic Alignment

Our schools are currently in the final stages of preparation for the upcoming **LAUSD Oversight Visits**. This process is deeply rooted in a cycle of continuous improvement:

- **Foundation:** The 2024-2025 District Reports served as one of the primary data sources for setting this year's goals and informing our strategic planning sessions at each site.
- **Alignment:** School leadership teams are currently conducting final reviews to ensure that **YPICS Network Goals** are seamlessly integrated with school-specific targets identified during last year's review.
- **Transparency:** While these reports were vetted during the Fall 2025 Board Academic and Fiscal Committee Meetings, they are presented today for the full Board to receive and file.

Upcoming Oversight Schedule:

MORCS: Thursday, April 16, 2026

BCCHS: Monday, April 20, 2026

BCCS: Thursday, April 23, 2026

Action Item: The 24-25 District Reports have been added to today's **Consent Agenda** for formal receipt and filing. As always, you are welcome to attend.



2. Professional Development & Strategic Partnerships

We continue to leverage high-impact partnerships to drive instructional excellence across the network.

LACOE: Writing Literacy Initiative

Our partnership with the **Los Angeles County Office of Education (LACOE)** is currently leading network-wide Professional Development focused on writing literacy.

- **Impact:** This work has gained external recognition; several YPICS teachers have been invited to co-present their findings and student progress alongside LACOE at the **California Assessment Conference** this September.

UCLA Math Project: Framework Implementation

The UCLA Math Project remains a cornerstone of our STEM strategy.

- **Focus:** Deepening teacher mastery of the **CA Math Framework** and shifting classroom culture toward "mathematical risk-taking."
- **Goal:** Moving beyond rote memorization to foster student confidence and collaborative problem-solving.
- **Observation:** Our next **Learning Walk** is scheduled for **March 11, 2026, at MORCS**, where we will observe these strategies in live classroom environments.

Summary of Next Steps

- Finalizing site-level documentation for April visits.
- Preparing teacher presenters for the September California Assessment Conference.
- Conducting the MORCS Learning Walk on 3/11.

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: YPIOSCAR 8196 - APBOV 2024-2025.pdf
YPIBERT 8054 - APBOV Report 2024-2025 (2).pdf
YPIBERTHS 7598 - APBOV Oversight 2024-2025.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

MONSEÑOR OSCAR ROMERO MIDDLE - 8196

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monsenor Oscar Romero Charter Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/25/2025

Charter School Name:	Monsenor Oscar Romero Charter Middle			Location Code:	8196
Current Address:	City:	ZIP Code:	Phone:	Fax:	
2670 W. 11th Street	Los Angeles	90006	213-413-9600	-	
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2017 to June 30, 2025 (after SB 114)	5		West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 77	
298	375				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 20.53%	
6-8	6-8				
Norm Enrollment Number:	298				
Total Number of Staff Members:	39	Certificated:	20	Classified:	19
Charter School's Leadership Team Members:	Freddy Zepeda, Executive Administrator; Mary G. Keipp, Board Chair, Ena LaVan, Chief Accountability Officer; Ruben Duenas, Chief Operations Officer; Karina Gamez, Coordinator of Operations; Paul Duran, Coordinator of Instruction				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:		Option 3	
CSD Assigned Administrator:	Dr. Blanca A. Monaster	CSD Fiscal Oversight Manager:		Cindy Delos Santos-Iya	
Other CSD Team Members:	José Salas				
Oversight Visit Date(s):	March 25, 2025		Fiscal Review Date (if different):	Not applicable	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Yes, Long-Term Lease	LAUSD Co-Location Campus(es) (if applicable):		Berendo Middle School	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	Not applicable		COO/TCO Approved Grade Levels and Occupancy Loads:	Not applicable	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	2, Developing	3, Proficient	3, Proficient

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monsenor Oscar Romero Charter Middle

Annual Performance-Based Oversight Visit Report

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CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM</p> <p>The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis, and discussion, etc.) as evidenced by agendas and documents as follows:</p> <ul style="list-style-type: none"> • Approved items: 6/24/2024, FY24-25 LCAP • Inclusive of various data points during the different reports: 2/5/2024 and 5/20/2024, Monseñor Oscar Romeo Charter Executive Administrator Report, Updated Academic Excellence Plans for MORCS, 3/11/2024 YPICS Director of Special Education’s Report, 4/22/2024 YPICS Senior Director of Community Schools Partnership’s Report – Key Findings of Needs Assessment. • Brown Act Ethics training 2/24/2025. • Included on the agenda - Board’s School Committee/Council Reports on 10/30/2023, ensure that this item is included on the board agenda on a more consistent basis. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</p> <p>The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.). As noted in 2022-2023 and 2023-2024: The organizational chart from the approved charter is not fully in place as described in the school’s charter. One of the members of the organization is serving in a dual role as Executive Administrator at Bert Corona High School site and Chief Operations Officer for the Youth Policy Institute Charter Schools (YPICS).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes:</p> <p><i>A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).</i></p> <p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</p> <p><input checked="" type="checkbox"/> Not Applicable</p>	



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***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is “Not in Good Standing,” 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p>	<p><input checked="" type="checkbox"/> Organizational chart in approved charter</p> <p><input checked="" type="checkbox"/> Organizational chart (current)</p> <p><input checked="" type="checkbox"/> Board member roster</p> <p><input checked="" type="checkbox"/> Bylaws (current)</p> <p><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</p> <p><input checked="" type="checkbox"/> California open meeting law training (Brown Act)</p> <p><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</p> <p><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



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G2: DUE PROCESS

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G5: FISCAL CONDITION

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the two most current annual independent audit reports. If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 	
<p style="text-align: center;">Performance Rubric Sources of Evidence</p>	
<p>Performance</p>	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>
	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2025 Performance Category	Middle Performing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) The schoolwide Dashboard ELPI performance color is Blue, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress towards English language proficiency (68.5%) is higher than the state average (45.7%).</p> <p>NOTE: The schoolwide ELPI performance as reported on the Dashboard is inclusive of Long-Term English Learner (LTEL) student group data. The school's 2024 percentage of LTEL students making progress towards English language proficiency (70.3%) is higher than the state average (45.8%).</p> <p>A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12) The schoolwide Dashboard Suspension Rate Indicator performance color is Green, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (0.7%) is lower than the state average (3.2%).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator performance color is Yellow, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-53.6 DFS) is lower than the state average (-13.2 DFS). None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). <ul style="list-style-type: none"> The 2024 average DFS in ELA for the school's English Learner student group (-81.4 DFS) is lower than the state average (-67.6 DFS). The 2024 average DFS in ELA for the school's Latino student group (-53.2 DFS) is lower than the state average (-39.3 DFS). The 2024 average DFS in ELA for the school's Long-Term English Learners student group (-121.5 DFS) is lower than the state average (-109.6 DFS) The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (-55.6 DFS) is lower than the state average (-40.9 DFS) The 2024 average DFS in ELA for the school's Students with Disabilities student group (-115.3 DFS) is lower than the state average (-95.6 DFS) <p>The school leader reports implementing the following to improve ELA outcomes schoolwide and for all numerically significant student groups:</p> <ul style="list-style-type: none"> i-Ready curriculum is used to ensure students engage with grade-level content aligned with state standards. Teachers follow pacing guides to provide consistent instruction and support. For students below grade level, English Support classes address skill gaps with pre-teaching, mini-lessons, individualized practice, and targeted support. Student growth is tracked through three i-Ready diagnostics annually, followed by Data Dialogues to refine teaching strategies. 	



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- A focus on writing proficiency, using Writing Performance Tasks and NoRedInk to monitor progress and improve instructional methods.
- For English Learners (ELs), practice ELPAC assessments are used to evaluate readiness and adjust instruction. These assessments provide insights into students' performance in listening, speaking, reading, and writing.
- ELs and students with disabilities also take diagnostic assessments and performance tasks with testing accommodations that align with CAASPP settings, ensuring they are familiar and supported during state testing.

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

- The schoolwide Dashboard Math Indicator performance color is Orange, which is the same to the state's color of Orange. The school's 2024 schoolwide Math DFS (-118.1 DFS) is lower than the state average (-47.6 DFS).
- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
 - The 2024 average DFS in Math for the school's English Learner student group -138.9 DFS) is lower than the state average (-93.4 DFS).
 - The 2024 average DFS in Math for the school's Latino student group (-121.1 DFS) is lower than the state average (-79.2 DFS).
 - The 2024 average DFS in Math for the school's Long-Term English Learner student group (-172.3 DFS) is lower than the state average (-163.5 DFS).
 - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-116.6 DFS) is lower than the state average (-78.2 DFS)
 - The 2024 average DFS in Math for the school's Students with Disabilities student group (-183.8 DFS) is lower than the state average (-124.3 DFS)

The school leader reports implementing similar strategies to improve Math outcomes to that of the English Language Arts strategies schoolwide and for its numerically significant groups (see above A1), and:

- Students below grade level attend Math Support classes with smaller sizes, personalized learning, and skill reinforcement.
- Progress monitoring through i-Ready diagnostics and Data Dialogues to adjust instruction.
- The Math team uses Interim Comprehensive Assessments (ICAs) to prepare students for CAASPP-style questions. Accommodations are provided for students with disabilities and English Learners during assessments.
- Each grade level has a designated paraprofessional for consistent support, improving relationships and academic progress.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Yellow, which is the same as the state's color of Yellow. The school's 2024 percentage of chronically absent students (21%) is higher than the state average (18.6%). Considering this data, please provide the steps taken and/or plans to take to improve the outcomes for the Chronic Absenteeism Indicator, as in this area the Charter is performing below the state average:

- Early identification of at-risk students, engaging after-school programs to boost participation, using MTSS for targeted support, and offering incentives like monthly attendance celebrations.
- Continuously monitors attendance data and providing feedback to students and families.
- Creating a goal for reducing absenteeism by 4%, by tracking progress using reports from Infinite Campus.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monsenor Oscar Romero Charter MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/25/2025Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

Notes:

A12: ALL STUDENTS SCIENCE INDICATORThe school's schoolwide Dashboard Science Indicator Status (-22.7 DFS) is **lower than** the state (-13.5 DFS).**Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:**

- Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- No Status

2024 LCFF Charter School Assistance Eligibility:

- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies.
- Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support.

For 2023-2024:

- As of the time of the issuance of this Annual Performance–Based Oversight Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance Based Visit Report.
- The school's percent of “At Risk” ELs is 1.3% as compared to the state's percent of 6.0%
- The school's percent of “LTELs” is 19.0% as compared to the state percent of 10.4%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):



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Not Applicable

****RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monsenor Oscar Romero Charter Middle

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students ELA Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Math Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students ELPI (CDE) 	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students CCI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator</p> <p><input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Chronic Absenteeism Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent)</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator</p> <p><input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Graduation Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator</p> <p><input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Suspension Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: Academic Progress Indicator(s) and/or Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): i-Ready K-8 by Curriculum Associates, Grades K–8	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): i-Ready K-8 by Curriculum Associates, Grades K–8	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

- The charter school did disaggregate student performance data by student groups. [Latino, Economically Disadvantaged, Special Education, and English Learners.](#)
- The charter school [Choose an item.](#) that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the following publisher’s verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: [Click or tap here to enter text.](#)
 - The charter school provided sections of the publisher’s report, however it could not be used as verified data because it was not the complete report.
 - The charter school provided school created reports that are not considered verified data.
 - The charter school did not provide the publisher’s designated report to demonstrate one year’s growth.

As the date of this published report, the names of the above-mentioned reports are the District’s current understanding from the publisher.



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Notes:

i-Ready K-8 by Curriculum Associates, Grades K-8 does not provide an official participation rate.

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE</p> <p>The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups, per school’s leadership, the plan is as follows:</p> <ul style="list-style-type: none"> • Continue to develop data-driven systems to track chronic absenteeism and disciplinary data, ensuring student success and a positive school climate. • Goal: Reduce absenteeism from 21% to 15% (2024-2025). <ul style="list-style-type: none"> ○ Use a multi-tiered support system to identify and address attendance barriers. ○ Track daily attendance and analyze trends using monthly reports. ○ Implement Attendance Improvement Plans with parent meetings, interventions, and incentives. • Goal: Reduce suspensions/expulsions from 0.7% to 0% through restorative and supportive practices. <ul style="list-style-type: none"> ○ Track disciplinary trends via the Student Information System (SIS). ○ Continue to develop strategies such as PBIS, Restorative Practices, SEL, and Alternative Disciplinary Measures. • Utilize community partnerships to support intervention efforts. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. The school’s leadership noted and provided evidence to address and support students and teachers:</p> <ul style="list-style-type: none"> • The data analysis process outlined aims to improve student achievement by strategically using various data sources, such as CAASPP, ELPAC, and iReady diagnostics, to identify trends and areas for growth. Teachers collaborate during Data Dialogues, using structured protocols to analyze performance, plan classroom supports, and adjust strategies. The process is further supported by tools like Ellevation and Panorama to provide targeted interventions for multilingual learners and students in Tier 2 and 3. • The process of analyzing and responding to student achievement data is still in its early stages and requires further development. The school should focus on refining and adjusting this process throughout the academic year. Balancing efficient data analysis with its practical application in the classroom is key. <p>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</p> <p>The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis as which included samples of implementation of differentiated instructional strategies and process for intervention and referrals, however during the conversation with the leadership team it was noted that the intervention program might need some adjustment as follows:</p> <ul style="list-style-type: none"> • Provide professional development, manageable workloads, and collaborative team environments. • Regularly assess strategies and offer differentiated instruction based on student needs. 	



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- Encourage student independence through gradual reduction of support.
- Foster a school-wide culture of inclusion and use universal design for learning (UDL) to reduce stigma.

O3: SPECIAL EDUCATION

The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements. Based on the documentation provided by the charter school, as well the school’s response to oversight questions:

- The school has not provided OT Services since November for one student and the family did not receive notification of the lack of services in a timely manner.
- Four overdue IEPs, the school noted issues such as still searching for OT, awaiting assessments, etc.
- Lack of updated service provider data:
 - Tier 4: 3 students
 - Tier 5: 4 students
 - Tier 6: 2 students

Please see below O3: Special Education – Corrective Action Required

Corrective Action Required

O3: SPECIAL EDUCATION

At the time the Charter Schools release of this report Welligent reported:

- Three overdue IEPs, the school noted issues such as still searching for OT, awaiting assessments, etc.
- Lack of updated service provider data:
 - Tier 4: 4 students
 - Tier 6: 3 students
 - 3 cases in which documented minutes either cancelled or provided exceed the minutes from IEP.

Further tiered intervention (i.e., Notice of Concern) related to this concerns may be issued to the charter school.

Notes:

See above for Corrective Action

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

Not Applicable



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SCHOOL NAME: Monsenor Oscar Romero Charter MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/25/2025***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates



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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



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O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input type="checkbox"/> Discussion with school leadership



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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Documentation of systems to promote regular attendance</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	

Notes:



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Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes: None		



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	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	1,442,763	1,471,791	3,117,069	3,116,608	3,396,741	3,301,528	3,301,528	4,446,002	4,446,001	2,892,508	3,001,526	4,393,392	4,389,246	
Accounts Receivable	0	1,256,754	1,211,268	1,097,287	1,169,090	479,186	630,990	732,328	869,189	869,189	1,092,365	1,349,660	1,423,727	1,423,854	
Other Current Assets	0	593,634	608,634	173,303	62,066	115,266	115,266	42,977	42,977	42,977	62,775	39	51,430	51,303	
Total Current Assets	0	3,293,151	3,291,693	4,387,659	4,347,764	3,991,193	4,047,784	5,221,307	5,358,157	5,358,157	4,050,648	4,351,226	5,868,549	5,864,403	
Fixed and Other Assets	0	27,430,967	27,473,415	27,474,708	27,474,708	26,669,528	26,669,001	26,668,250	26,668,249	26,668,249	25,868,024	25,867,573	25,870,003	25,897,173	
Total Assets	0	30,724,118	30,765,108	31,862,367	31,822,472	30,660,721	30,716,785	31,889,557	32,026,406	32,026,406	29,918,673	30,218,799	31,738,552	31,761,576	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	0	925,284	941,197	1,832,597	1,877,666	1,175,004	1,282,274	2,694,414	2,742,187	2,742,187	1,168,275	1,307,290	2,702,638	2,746,668	
Other Long Term Liabilities	0	7,495,024	7,495,023	7,361,973	7,321,254	7,165,847	7,165,846	7,138,722	7,115,270	7,115,270	6,954,656	6,954,656	6,917,960	6,901,097	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	0	8,420,308	8,436,220	9,194,570	9,198,920	8,340,851	8,448,120	9,833,136	9,857,457	9,857,457	8,122,931	8,261,946	9,620,599	9,647,765	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	0	22,303,810	22,328,888	22,667,797	22,623,552	22,319,870	22,268,665	22,056,421	22,168,949	22,168,949	21,795,742	21,956,853	22,117,954	22,113,811	
Total Revenues	4,299,621	5,155,874	4,981,163	4,938,883	4,899,448	4,613,811	5,234,964	5,467,836	5,262,873	5,399,725	6,003,783	6,455,197	6,674,752	6,484,638	
Total Expenditures	5,009,355	5,707,970	5,508,181	5,126,992	5,131,802	5,395,994	5,578,167	5,822,723	5,830,004	5,854,328	6,742,108	6,828,321	6,886,848	6,539,777	
Net Income / (Loss)	(709,734)	(552,096)	(527,018)	(188,109)	(232,354)	(782,183)	(343,203)	(354,887)	(567,131)	(454,603)	(738,325)	(373,124)	(212,096)	(50,996)	
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Inc / (Dec) in Net Assets	(709,734)	(552,096)	(527,018)	(188,109)	(232,354)	(782,183)	(343,203)	(354,887)	(567,131)	(454,603)	(738,325)	(373,124)	(212,096)	(50,996)	
Net Assets, Beginning	22,760,884	22,855,906	22,855,906	22,855,906	22,855,906	22,328,888	22,667,797	22,667,797	22,667,797	22,667,797	22,268,665	22,056,421	22,056,421	22,168,949	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	34,356	(4,724)	(44,245)	(44,245)	(44,245)	487,815	112,444	112,528	112,528	
Net Assets, Beginning, Adjusted	22,760,884	22,855,906	22,855,906	22,855,906	22,855,906	22,363,244	22,663,073	22,623,552	22,623,552	22,623,552	22,756,480	22,168,866	22,168,949	22,168,949	
Net Assets, End	22,051,150	22,303,810	22,328,888	22,667,797	22,623,552	21,581,061	22,319,870	22,268,665	22,056,421	22,168,949	22,018,155	21,795,742	21,956,853	22,113,811	
Unrestricted Net Assets	2,445,760	2,428,390	2,428,390	2,428,390	2,428,390	2,240,777	2,213,790	2,213,790	2,194,469	2,208,997	2,981,893	2,981,893	2,981,893	2,981,893	
Restricted Net Assets	19,858,050	19,900,498	19,900,498	0	0	79,093	54,875	109,952	109,952	109,952	18,813,849	42,159	155,320	155,320	

8196 Monsenor Oscar Romero Charter Middle	Audited Financials					2023-2024					2024-2025				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	3,116,608	4,446,001	4,389,246	4,419,669	0	4,187,350	3,464,243	4,419,671	4,419,669	4,419,669	4,291,094	4,670,614	0	0	
Accounts Receivable	1,169,090	869,189	1,423,854	1,863,521	0	914,588	1,290,748	1,205,842	1,863,521	1,863,521	640,567	616,775	0	0	
Other Current Assets	62,066	42,967	51,303	44,425	0	61,029	61,041	44,723	44,425	44,425	51,221	51,221	0	0	
Total Current Assets	4,347,764	5,358,157	5,864,403	6,327,615	0	5,162,967	4,816,032	5,670,236	6,327,615	6,327,615	4,982,880	5,338,610	0	0	
Fixed and Other Assets	27,474,708	26,668,249	25,897,173	25,181,161	0	25,159,018	25,182,472	25,181,160	25,181,161	25,181,161	24,404,880	24,404,264	0	0	
Total Assets	31,822,472	32,026,406	31,761,576	31,508,776	0	30,321,985	29,998,504	30,851,396	31,508,776	31,508,776	29,387,762	29,742,874	0	0	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	1,877,666	2,742,187	2,746,668	2,293,352	0	2,193,402	1,567,505	2,247,608	2,293,352	2,293,352	1,378,302	1,346,156	0	0	
Other Long Term Liabilities	7,321,254	7,115,270	6,901,097	6,685,492	0	6,761,065	6,986,695	6,731,236	6,685,492	6,685,492	6,536,935	6,536,935	0	0	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	9,198,920	9,857,457	9,647,765	8,978,844	0	8,954,467	8,554,200	8,978,844	8,978,844	8,978,844	7,915,237	7,883,090	0	0	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	22,623,552	22,168,949	22,113,811	22,529,932	0	21,367,518	21,444,304	21,872,552	22,529,932	22,529,932	21,472,525	21,859,784	0	0	
Total Revenues	4,899,448	5,399,725	6,484,639	7,386,937	0	6,751,054	6,552,201	6,527,532	6,729,556	7,386,937	6,380,515	6,901,336	6,556,417	0	
Total Expenditures	5,131,802	5,854,328	6,539,777	6,970,816	0	7,354,421	7,302,636	7,199,955	6,970,816	6,970,816	7,132,937	7,301,363	7,226,565	0	
Net Income / (Loss)	(232,354)	(454,603)	(55,138)	416,121	0	(603,367)	(750,436)	(669,422)	(241,260)	416,121	(752,422)	(400,026)	(670,149)	0	
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Inc / (Dec) in Net Assets	(232,354)	(454,603)	(55,138)	416,121	0	(603,367)	(750,436)	(669,422)	(241,260)	416,121	(752,422)	(400,026)	(670,149)	0	
Net Assets, Beginning	22,855,906	22,623,552	22,168,949	22,113,811	0	21,956,853	22,117,954	22,117,954	22,117,954	22,113,811	21,444,304	21,872,552	21,872,552	0	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(38,527)	(4,227)	(4,142)	(4,142)	0	105,969	0	657,381	0	
Net Assets, Beginning, Adjusted	22,855,906	22,623,552	22,168,949	22,113,811	0	21,918,326	22,117,954	22,113,726	22,113,811	22,113,811	21,550,273	21,872,552	22,529,932	0	
Net Assets, End	22,623,552	22,168,949	22,113,811	22,529,932	0	21,314,958	22,367,518	21,444,304	21,872,552	22,529,932	20,797,851	21,472,552	21,859,784	0	
Unrestricted Net Assets	2,445,760	2,428,390	2,428,390	2,385,757	0	2,120,854	2,126,394	2,126,394	2,126,394	2,126,394	2,130,821	2,169,861	2,169,861	0	
Restricted Net Assets	0	109,952	155,320	144,175	0	158,977	180,910	144,175	144,175	144,175	169,705	165,923	165,923	0	



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FISCAL OPERATIONS	RATING
Summary of School Performance	3, Proficient

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school’s fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Monseñor Oscar Romero Charter Middle (MORCM)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$22,623,552	\$22,168,949	\$22,113,811	\$22,529,932	\$21,859,783
Net Income / (Loss)	(\$232,354) ¹	(\$454,603) ¹	(\$55,138) ¹	\$416,121 ²	(\$670,149) ¹
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$3,116,608	\$4,446,001	\$4,389,246	\$4,419,669	\$4,670,614
Unrestricted Net Assets	\$22,623,552	\$22,058,997	\$21,958,491	\$22,385,757	\$21,693,861
Norm Enrollment Reported by the School	318	295	280	272	298
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	440.85%	376.80%	335.77%	321.14%	300.20%



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Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	60.73%	75.94%	67.12%	63.40%	64.63%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	231.55%	195.40%	213.51%	275.91%	396.58%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	28.91%	30.78%	30.38%	28.50%	26.50%

¹ Per the charter operator, the operating losses reported for Fiscal Years (“FYs”) 2020-2021 through 2022-2023, as well as the projected loss for the 2024-2025 Second Interim, were primarily attributable to non-cash depreciation expenses of \$819,732, \$820,844, \$801,842, and \$766,661, respectively, related to the school’s Proposition 1D property. When excluding these depreciation expenses, the school would have reported net operating income for each of the corresponding years.

² The net income reported for FY 2023-24 is primarily attributable to revenues received from the Employee Retention Credit (“ERC”).

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc.’s (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$28,147,018	\$2,109,247	\$0	\$0

Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center (YPICS’ Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).



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Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

Monseñor Oscar Romero Charter Middle’s Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	84	88	97	71	103
7	116	90	95	98	87
8	118	117	88	103	108
Total Enrollment	318	295	280	272	298
Increase/(Decrease) in Enrollment from Prior Year	N/A	(23)	(15)	(8)	26
Enrollment Growth/(Decrease) (%)	N/A	(7.2%)	(5.1%)	(2.9%)	9.6%

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(20)
Accumulated decrease in student enrollment percentage	(6.3%)
Current Board-approved enrollment capacity in the school’s operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school’s operative charter	375
2024-2025 Norm Enrollment	298
Below approved enrollment capacity count	(77)
Below approved enrollment capacity percentage	(20.5%)

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024, and projected positive net assets for the 2024-2025 Second Interim. According to YPICS leadership, several factors, such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse



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migration patterns, negatively impact its schools' enrollment. To improve school enrollment, it plans to re-engage main feeder schools and make presentations to parents and students; increase web presence; update school websites to support outreach and improved communication; and install street banners on major roadways around the campus. The CSD will continue to monitor the school's student enrollment and financial condition through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these YPICS charter schools, to assess the organization's overall compliance with *YPICS Fiscal Policies and Procedures (FPP)*, approved 8/13/2024, applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to YPICS and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific YPICS school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each YPICS charter school.

1. Type of Observation: Erroneous/Accidental Personal Charges Using School Credit Cards

- **Source(s) of Document Reviewed: Credit Card Statements**
- **Description of Observation:** The CSD observed erroneous or accidental use of school credit cards for non-school related purchases by YPICS' Chief Operating Officer and Bert Corona High's (BCHS) Director of Operations. Please see the summary in the table below.

Item #	Account #	Transaction Date	Vendor	Transaction Amount	Comments
1	0005	8/30/2024	McDonalds Lost Hills	\$36.88	Per YPICS, this was an erroneous/accidental charge.
2	0005	11/8/2024	Paddle.net	\$29.00	Per YPICS, this was an erroneous/accidental charge.
3	0194	10/2/2024	SP Richie Pets	\$377.97	Per YPICS, this charge was disputed with the bank, but eventually



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					determined to be an erroneous charge.
4	0194	10/2/2024	SP Richie Pets	\$394.14	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
			Total:	\$837.99	

- Charter Operator’s Fiscal Policies and Procedures:** Page 11 (Credit Cards) of YPICS’ FPP, approved 8/13/2024, states: “Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditure.
Procedures:

 - Purchase requisition and other documentation requirements apply to credit card purchases.
 - The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
 - An itemized receipt should be turned in for all purchases.
 - If receipts contain an inappropriate expense, the individual making the charge will be held responsible for payment.
 - In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
 - Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer be required to complete a “missing receipt” form, authorization must be granted by the Executive Director. Should an Executive Administrator/Assistant Executive Administrator be required to complete a “missing receipt” form, authorization must be granted by the Executive Director or Chief Operations Officer.
 - Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
 - **No personal charges are permitted.**” (Emphasis added.)
- Charter Operator’s Response:** In response to CSD’s observation noted above, both credit cardholders issued personal checks totaling \$837.99 to reimburse the school to pay for these erroneous and/or accidental purchases. YPICS leadership stated that although the purchases were due to human error, these were not intentional. Additionally, the staff that had SP Richie Pets credit card charges initially identified the purchase as fraudulent. After working with the bank, the employee and staff identified these purchases as erroneous charges. YPICS also stated that its Accounts Payable Team will conduct regular and thorough monitoring and auditing of credit card transactions, along with ongoing annual training and review of credit card usage and procedures for all its cardholders.
- CSD’s Recommendations/Comments:** The CSD expects YPICS leadership and staff to strictly adhere to its board-approved fiscal policies and procedures when using school credit cards. Additionally, they should strengthen its internal controls to consistently monitor all expenditures to prevent errors and fraud, and to ensure any issues are promptly identified and corrected.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report, so that the charter school and its governing board may address any issues early enough



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to implement changes in order to see results in its next fiscal year. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight and may take additional appropriate oversight actions. The results may be factored into the school’s rating for next year.

Other Observations (Items described in this section, which may not have been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Type of Observation: Lack of Clear Associated Student Body (ASB) Policies

- **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies, and Procedure.
- **Description of Observation:** The CSD noted that two of the three YPICS charter schools, namely Bert Corona Charter and Monseñor Oscar Romero Charter Middle, have ASB accounts. When the CSD requested for a copy of YPICS’ ASB policies, YPICS’ Home Office stated that these accounts follow the current YPICS’ FPP. However, the CSD observed no mention of the ASB in the YPICS’ FPP. This similar observation was documented in the school’s FY 2023-2024 Annual Performance-Based Oversight Visit Report.
- **Charter Operator’s Response:** In response to the CSD’s observation noted above during this year’s oversight, on 4/29/2025, the school’s FPP was revised and board-approved to reflect the inclusion of its ASB fiscal operations. Under the Local Fundraising section, it states that:
 - “The Associated Student Body (ASB) will adhere to YPICS’ fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
 - YPICS will follow sound fiscal management policies adopted by the Board as it pertains to fundraising income. All cash received is recorded.
 - For each fundraising event or other event in which cash or checks will be collected the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event.”
- **CSD’s Comments:** The absence of clear, written policies, procedures, and proper documentation required for the organization’s ASB to appropriately define and set internal controls in its fundraising, cash handling activities, etc., may create uncertainties among charter school students, employees, the authorizer, and any other stakeholders and raises questions as to whether these ASB activities and related expenditures are reasonable and appropriate for its intended school-related purposes. During the 2024-2025 oversight, the CSD reiterated its recommendation that the school formalize and establish its written policies and procedures pertaining to this area, which the school has attempted to address. The CSD acknowledges the clarifying language in the school’s revised FPP, as stated above, and will continue to evaluate the FPP updates and monitor the school's adherence to its FPP through oversight.

The Charter Schools Division will review the school’s actions referenced in the “Other Observations” section of this report by or during the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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Notes:

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
2.	The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review was conducted in-person at:	Bert Corona Charter
		No discrepancies were noted
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	



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5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security benefits
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 1/2024 to 12/2024
			Reviewed 29 checks for sample testing
			No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed 28 credit card transactions for sample testing
			The CSD's observations were noted in the ANI section above.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed six (6) electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)		Period spanning from 7/2024 to 12/2024



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		Yes	Reviewed student body bank statements The CSD's observations were noted in the OO section above.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See details below.
	YPICS disclosed having an open Line of Credit for \$500,000 with Banc of California with zero balance as of April 2025. Additionally, per the 2023-2024 audit report, Monseñor Oscar Romero Charter Middle 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. The outstanding balance as of June 30, 2024, was \$6,897,047.		
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit (ERC)	Yes	2023-2024 YPICS independent audit reports disclosed that it applied and received ERC for \$1,878,231. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided.
29.	Disclosure of legal issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



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Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

<p>Existing School 4 (Accomplished)</p>	<p><i>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</i></p>
<p><u>REQUIRED CRITERIA</u></p>	
<ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

***Existing School
3 (Proficient)***

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



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8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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**Existing School
2 (Developing)**

*An existing school would receive a rating of **2 (Developing)** if the charter school is not eligible for the rating of **Accomplished or Proficient**, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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DATE OF VISIT: 3/25/2025

**Existing School
1 (Unsatisfactory)**

An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**New School
2 (Developing)**

A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school’s *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



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Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*New School
1 (Unsatisfactory)*

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

BERT CORONA MIDDLE SCHOOL

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2025

Charter School Name:	Bert Corona Charter School (BCCS)			Location Code:	8054
Current Address:	City:	ZIP Code:	Phone:	Fax:	
9400 Remick Avenue	Pacoima	91331	818-834-5805	--	
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2020 to June 30, 2028 (after SB 114)	6		North		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below 158	
342	500				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below 31.60%	
5-8	5-8				
Norm Enrollment Number:	346				
Total Number of Staff Members:	49	Certificated:	21	Classified:	28
Charter School's Leadership Team Members:	Dr. Kevin Myers, Executive Administrator; Yvette King-Berg, Executive Director; Ena LaVan, Accountability CAO; Mariana C. Myers, Coordinator of Instruction; Joseph Arreola, Coordinator of School Culture; Leticia Sepulveda, Coordinator of Community Schools; Ruben Dueñas, Chief Operations Officer				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Dr. Blanca A. Monaster	CSD Fiscal Oversight Manager:		Cindy Delos Santos-Iya	
Other CSD Team Members:	Michael Maar				
Oversight Visit Date(s):	April 3, 2025		Fiscal Review Date (if different):	Not applicable	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Not applicable		LAUSD Co-Location Campus(es) (if applicable):	Not Applicable	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	Not applicable	COO/TCO Approved Grade Levels and Occupancy Loads:	COO Number - E Occ. Load 72 for the following: 9797; 9798; 9799; 39932; 39933; 39935; 39936; 39937; 80697-Admin.; 39931-24;		

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	2, Developing	3, Proficient	3, Proficient

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



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CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



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SCHOOL NAME: Bert Corona Charter - Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2025

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM</p> <p>The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis, and discussion, etc.) as evidenced by agendas and documents as follows:</p> <ul style="list-style-type: none"> • Approved items: 6/24/2024, FY24-25 LCAP • Inclusive of various data points during the different reports: 2/5/2024 and 5/20/2024, Monseñor Oscar Romeo Charter Executive Administrator Report, Updated Academic Excellence Plans for MORCS, 3/11/2024 YPICS Director of Special Education’s Report, 4/22/2024 YPICS Senior Director of Community Schools Partnership’s Report – Key Findings of Needs Assessment. • Brown Act Ethics training 2/24/2025. • Included on the agenda - Board’s School Committee/Council Reports on 10/30/2023, ensure that this item is included on the board agenda on a more consistent basis. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</p> <p>The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.). As noted in 2022-2023 and 2023-2024: The organizational chart from the approved charter is not fully in place as described in the school’s charter. One of the members of the organization is serving in a dual role as Executive Administrator at Bert Corona High School site and Chief Operations Officer for the Youth Policy Institute Charter Schools (YPICS).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: <i>A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category - Student Achievement and Educational Performance</i></p> <p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable): <input checked="" type="checkbox"/> Not Applicable</p>	



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***RATING NOTES:**

A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).

- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G2: DUE PROCESS

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input type="checkbox"/> Student discipline policy and procedures <input type="checkbox"/> Employee grievance and discipline policy and procedure <input type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input type="checkbox"/> Stakeholder complaint procedures and form(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:	
<ul style="list-style-type: none"> • Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements • Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff • Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.) 	
Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2025 Performance Category	Middle Performing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) The schoolwide Dashboard ELPI performance color is Blue, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress towards English language proficiency (68.4%) is higher than/lower than/the same as] the state average (45.7%).</p> <p>NOTE: The schoolwide ELPI performance as reported on the Dashboard is inclusive of Long-Term English Learner (LTEL) student group data. The school's 2024 percentage of LTEL students making progress towards English language proficiency (68.1%) is higher than the state average (45.8%).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator performance color is Yellow, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-68.3 DFS) is lower than the state average (-13.2 DFS). None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). <ul style="list-style-type: none"> The 2024 average DFS in ELA for the school's English Learner student group (-108.9 DFS) is lower than the state average (-67.6 DFS). The 2024 average DFS in ELA for the school's Latino student group (-68.8 DFS) is lower than the state average (-39.3 DFS). The 2024 average DFS in ELA for the school's Long-Term English Learners student group (-140.8 DFS) is lower than the state average (-109.6 DFS) The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (-71.2 DFS) is lower than the state average (-40.9 DFS) The 2024 average DFS in ELA for the school's Students with Disabilities student group (-138.3 DFS) is lower than the state average (-95.6 DFS) <p>In light of these results, school leaders report taking actions to improve the academic performance in ELA schoolwide and numerically significant student groups including, but not limited to, the following:</p> <p>Continued Practices:</p> <ul style="list-style-type: none"> Expanded Tutoring Support: Credentialed teachers provide targeted math and ELA tutoring before and after school to support acceleration efforts. Observation & Coaching: Regular teacher observations ensure timely feedback to improve instructional practices. Designated ELD Growth: English Learner progress has improved, with ELPI increasing from 57% in 2023 to 68% in 2024, and a reclassification rate of 31% demonstrating success. <p>New Initiatives:</p> <ul style="list-style-type: none"> Co-Planning & Co-Teaching: Expanded requirements for co-teaching in ELA and math, with training from CHIME Charter Schools. This supports differentiation and proactive planning for student needs. 	



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- Performance Tasks & Assessments: Implemented regular Interim Assessment Blocks (IABs) and Performance Tasks to prepare students for the CAASPP. Teachers received PD on aligning assessments with performance tasks and using AI tools for enhanced planning.

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

- The schoolwide Dashboard Math Indicator performance color is Red, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-135.0 DFS) is lower than the state average (-47.6 DFS).
- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
 - The 2024 average DFS in Math for the school's English Learner student group (-170.6 DFS) is lower than the state average (-93.4 DFS).
 - The 2024 average DFS in Math for the school's Latino student group (-134.6 DFS) lower than the state average (-79.2 DFS).
 - The 2024 average DFS in Math for the school's Long-Term English Learner student group (-197.0 DFS) is lower than the state average (-163.5 DFS).
 - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-139.0 DFS) is lower than the state average (-78.2 DFS)
 - The 2024 average DFS in Math for the school's Students with Disabilities student group (-203.3 DFS) is lower than the state average (-124.3 DFS)

The school leader reports implementing similar strategies to improve Math outcomes to that of the English Language Arts strategies for its numerically significant groups (see above A1).

Strategies include vertical alignment of key standards, integration of the Ironbox curriculum for foundational skills, a shift to collaborative learning, increased parental involvement, and ongoing professional development with iReady.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Yellow, which is the same as the state's color of Yellow. The school's 2024 percentage of chronically absent students (23.9%) is higher than the state average (18.6%). The school leader noted that Chronic absenteeism has decreased from 30.3% in 2022-23 to 23.9% in 2023-24, with a projection for this year suggesting a further drop below 20%. This progress is driven by a multi-tiered approach:

- Tier 1: Increased student recognition through attendance awards, competitions, and incentive-based programs like *WE MADE IT WEEK*. A focus on school culture, PBIS implementation, and engaging activities fosters a welcoming and motivating environment.
- Tier 2: Targeted interventions include attendance-focused field trips, strategically scheduled activities on historically low-attendance days, and support through the Community Schools Team.
- Tier 3: Expanded staffing and partnerships provide individualized support, including mentoring, counseling, and after-school engagement. A Youth Mentor and social work interns work closely with chronically absent students and families.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The schoolwide Dashboard Suspension Rate Indicator performance color is Orange, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (5.2 %) is higher than the state average (3.2%). Considering this data, please provide the steps taken and/or plans to take to improve the outcomes for the Suspension Rate Indicator, as in this area the Charter is performing below the state average. The school leadership noted a focus to continuous improvement in school culture, focusing on student social-emotional needs, behavior management, and engagement, including:

- Expanded staff involvement in MTSS and PBIS strategies, with weekly 30-minute PD sessions to enhance implementation and engagement.



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- Collaborations with organizations like MLC, Luminarias, Aviva, Boys & Girls Club, and GEAR UP to provide counseling, mentoring, and enrichment opportunities.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met
 Implementation of State Academic Standards: Met
 Parent and Family Engagement: Met
 School Climate: Met
 Access to a Broad Course of Study: Met

Notes:

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI)

- The school’s 2024 percentage of Long-Term English Learner students making progress towards English language proficiency (68.1%) is higher than the state average (45.8%).

A12: ALL STUDENTS SCIENCE INDICATOR

- The school’s schoolwide Dashboard Science Indicator Status (-26.9 DFS) is lower than the state (-13.5 DFS). The school leadership noted they have opted for the integrated science model to make learning more cyclical, where key concepts are taught at all grade levels. This allows students to review and reinforce foundational science knowledge, with the use of Stile, a hybrid curriculum offering both online and print resources. Students engage with interactive lessons on Stile, sometimes guided, sometimes independently. Additionally, students have access to Stile X, a print resource for further learning and practice. The school has also purchased Stile lab kits, providing teachers with materials that align with both online and print activities.

Charter School’s 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- No Status

2024 LCFF Charter School Assistance Eligibility:

- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies



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Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

- As of the time of the issuance of this Annual Performance-Based Oversight Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance Based Visit Report.
- The school’s percent of “At Risk” ELs is 2.3% as compared to the state’s percent of 6.0%
- The school’s percent of “LTELs” is 15.0% as compared to the state percent of 10.4%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

Not Applicable

BERT CORONA CHARTER

BOARD OF EDUCATION REPORT 073-18/19

The school shall provide a written status report to the Charter Schools Division (CSD) no later than December 1 of each year of the charter term demonstrating its progress related to the following:

1. The Charter School shall demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident School’s Median and the District reclassification rate.

Status: **No update** as the state has not released reclassification data as of the time of issuing this oversight report.

2. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in English Language Arts as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term.

Status: **The school did not meet the benchmark** (see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).

- a. In 2024, in ELA, English Language Learners Performance Level, grew from Red to Orange. The DFS “Increased” by 24.9 points from -133.7 to -108.9. The student group increased one Performance Level.
- b. The 2024 English Language Learners ELA DFS (-108.9) is lower than the Resident Schools English Language Learners Median DFS (-102.7), the student group did not attain a rate that is equal or greater than the Resident Schools.
- c. In 2024, in ELA, Students with Disabilities Performance Level, remained Orange from 2023. The DFS “Increased” by 4.8 points from -143.1 to -138.3, the student group did not increase one Performance Level.
- d. The 2024, Students with Disabilities’ ELA DFS (-138.3) is lower than the Resident Schools Students with Disabilities Median DFS (-124.2), the student group did not attain a rate that is equal or greater than the Resident Schools.



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3. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in Mathematics as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term.

Status: ***The school did not meet the benchmark*** (see above *Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement*).

- a. *In 2024, in Math, English Language Learners Performance Level, grew from Red to Orange. The DFS “Increased” by 12.2 points from -182.8 to -170.6. The student group increased one Performance Level.*
- b. *The 2024 English Language Learners’ Math DFS (-170.6) is **lower** than the Resident Schools English Language Learners Median DFS (-149.4), the student group did not attain a rate that is equal or greater than the Resident Schools.*
- c. *In 2024, Students with Disabilities Performance Level, remained Red from 2023. DFS “Declined” by 20.9 points from -182.4 to -203.3, **the student group did not increase one Performance Level.***
- d. *The 2024 Students with Disabilities’ Math DFS (-203.3) is **lower** than the Resident Schools Students with Disabilities Median DFS (-167.6), the student group did not attain a rate that is equal or greater than the Resident Schools.*

If any of these benchmarks remain unmet by the timeline(s) indicated, at that time the District will review the charter school’s status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school’s charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.

****RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state’s published list.***



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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students ELA Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Math Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students ELPI (CDE) 	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students CCI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator</p> <p><input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Chronic Absenteeism Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent)</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator</p> <p><input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Graduation Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator</p> <p><input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Suspension Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: Academic Progress Indicator(s) and/or Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): i-Ready 9-12 by Curriculum Associates, Grades 9–12	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): i-Ready 9-12 by Curriculum Associates, Grades 9–12	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school did disaggregate student performance data by student groups. Socioeconomically Disadvantaged, English Learners, Latino, Special Education
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the following publisher’s verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: Click or tap here to enter text.
 - The charter school provided sections of the publisher’s report, however it could not be used as verified data because it was not the complete report.
 - The charter school provided school created reports that are not considered verified data.
 - The charter school did not provide the publisher’s designated report to demonstrate one year’s growth.

As the date of this published report, the names of the above-mentioned reports are the District’s current understanding from the publisher.



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Notes:
i-Ready 9-12 by Curriculum Associates, Grades K-8 does not provide an official participation rate.

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> • California School Dashboard All Students Science Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control and Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>
Notes: None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has fully implemented the educational program, including key features, outlined in the school’s charter, and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report, as evidenced but not limited to:</p> <p>Documentation:</p> <ul style="list-style-type: none"> ○ 2024-2025 Strategic Planning which includes calendar, data collection, data review, equity gaps, research, plan, share and communicate, execute, monitor, and refine. ○ PD Plan includes areas of focus, presenter, resources. ○ PowerPoints titled: Co-Planning, PBIS in the Classroom, ○ Several Scope and Sequence Planning Documents (with standards to address). ○ Reflection Survey for teachers after training whereas 16 teachers responded to the survey and 75% felt confident about implementing co-teaching strategies. ○ School goals noted: <ul style="list-style-type: none"> ▪ 70% of students, will demonstrate improved placements on their ready Math and Reading tests, as for 2023-2024 Math: 64%, Reading: 60%. ▪ 2.65% of students will meet 100% of typical growth goal, as for 2023-2024 Math: 60%, Reading: 60%. ▪ 3.100% of student cohorts will meet 100% typical growth, as for 2023-2024 12/13homerooms = 93%. ▪ 50% of cohorts will meet stretch growth goal, as of 2023-2024 9/13homerooms = 69%. <p>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</p> <p>The school provided evidence [of a well-developed and effective system, of a system, limited evidence of a system, little or no evidence of a system] for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements, as evidenced and not limited to documents reviewed in preparation for the visit.</p> <p>A combined SAC and EL-PAC agenda, addressing topics such as:</p> <ul style="list-style-type: none"> ● 8/28/2024 Comprehensive Needs Assessment – Strategic Goals and Nominations ● 1/29/2025 Update to Strategic Plan ● 2/26/2025 Local Control and Accountability Plan <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</p> <p>The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis, note following observations in collaboration with the school’s leadership:</p>	



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- The analysis and application of student achievement data are in early development and need further refinement. The school should prioritize enhancing this process throughout the year, ensuring a balance between effective data analysis and its practical use in classroom instruction.
- Classroom observations:
 - Students were observed working in pods and pairs, particularly in ELD and Math, using role cards, Math Tale sheets, and whiteboards, indicating a school-wide emphasis on collaborative work groups (Equity). Teachers facilitated pair-sharing and used sentence starters to support student engagement.
 - Observed 6th grade doing group work through co-teaching /7th grade SFA as part of co-teaching.
 - In the ELD classroom, teachers emphasized key vocabulary, grouped students by language ability, and used scaffolding techniques like sentence starters, aligning with ELL/SEL criteria. However, evidence of sufficient wait time or 50%+ student academic talk was absent.
 - Continue to develop strategies for student engagement. Continue to use role cards.
 - Continue to develop practices for turn and talk.
 - Continue to develop purposeful co-teaching as the staff begins to feel more comfortable with the process.
 - Continue to define non-negotiable instructional strategies.

O3: SPECIAL EDUCATION

The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines, and maintains accurate service provision records

- One overdue IEP.
- Lack of updated service provider data:
 - Tier 4: 2 students
 - Tier 5: 2 students
 - Tier 6: 1 student

In response to the Charter Schools Division's oversight requirements for the 2024-2025 school year, Bert Corona Charter demonstrated special education program with service delivery and IEP compliance. Key points include:

- **Overdue IEPs:** Only one IEP is past due, involving a student who enrolled mid-year from outside the district with an already overdue triennial IEP. The school promptly held a 30-day IEP meeting to establish comparable services, secured parental consent for assessments, and will convene a full IEP team meeting upon evaluation completion to ensure compliance by October 30, 2025.
- **Service Delivery:** 95.4% of special education services meet delivery levels (Tiers 1-3), with the remaining 4.6% (Tiers 4-6) being updated in Welligent to reflect accurate delivery. A plan to make up outstanding service minutes for Tiers 4-6 students will be documented in IEPs by October 30, 2025, ensuring timely provision of services.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced by:

- The school's Chronic Absenteeism (23.9%) remains higher than the state average (18.6%).



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- The school’s percentage of students suspended at least one day (5.2%) is higher than the state (3.2%).
- The school has an increase and high suspension event rates from 6.53% in 2022-2023 to 10.32% in 2024-2025.
- School leadership emphasized ongoing improvement in school culture, prioritizing student social-emotional needs, behavior management, and engagement.
- Teacher Support & Professional Development: Broadened staff participation in MTSS and PBIS strategies, with weekly 30-minute professional development sessions to strengthen implementation and engagement.
- New Community Partnerships: Established collaborations with organizations such as MLC, Luminarias, Aviva, Boys & Girls Club, and GEAR UP to offer counseling, mentoring, and enrichment programs.
- Expanded Check-In/Check-Out (CICO) Program: Enhanced student support through daily mentor check-ins, resulting in greater student success and recognition.

Corrective Action Required

None

Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school’s operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p>The presence of two adults (teacher and aide) in some classrooms supported minimal interruptions and consistent procedures (Special Populations). Teachers circulated to check understanding, and exit tickets were used to assess student progress (Pedagogy).</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement Data Analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>High School:</p> <p><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input type="checkbox"/> UC Doorways course approval</p> <p><input type="checkbox"/> Graduation Requirement/Policy</p> <p><input type="checkbox"/> Math Placement Assessment Policy (9th grade only)</p> <p><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input type="checkbox"/> College acceptance and enrollment rates</p>



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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



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O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input checked="" type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</p> <p><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</p>	<p><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</p> <p><input checked="" type="checkbox"/> District Validation Review (DVR)</p> <p><input checked="" type="checkbox"/> Annual Self-Review Checklist</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p>



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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Documentation of systems to promote regular attendance</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - Middle

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Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes:
None



LAUSD CHARTER SCHOOLS DIVISION

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Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> Not applicable
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Not applicable
Notes: None		



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8054 Bert Corona Charter	2020-2021					2021-2022					2022-2023				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	735,434	525,861	1,729,523	1,729,523	2,993,759	2,864,234	2,555,367	2,555,368	2,555,368	2,663,979	2,660,163	3,280,772	3,284,436	
Accounts Receivable	0	2,288,714	2,611,339	2,214,185	2,216,437	1,178,968	1,080,069	2,437,218	2,636,715	2,636,715	867,116	1,559,158	1,798,923	1,806,416	
Other Current Assets	0	324,037	304,037	74,734	69,993	134,158	134,209	53,246	44,834	44,834	68,353	8,375	161,726	55,333	
Total Current Assets	0	3,348,185	3,441,237	4,018,442	4,015,953	4,306,885	4,078,512	5,045,831	5,236,917	5,236,917	3,599,449	4,227,696	5,241,421	5,146,185	
Fixed and Other Assets	0	230,848	306,056	304,398	305,248	203,257	203,301	250,630	251,530	251,530	240,073	239,860	2,535,076	2,660,448	
Total Assets	0	3,579,033	3,747,293	4,322,840	4,321,201	4,510,142	4,281,813	5,296,461	5,488,447	5,488,447	3,839,522	4,467,556	7,776,497	7,806,633	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	0	585,599	838,129	1,434,628	1,526,564	1,447,590	1,339,436	2,233,214	2,245,984	2,245,984	475,757	988,107	2,386,432	2,513,481	
Other Long Term Liabilities	0	19,849	19,849	32,455	0	32,455	32,455	12,769	0	0	12,769	12,769	2,074,468	1,973,895	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	0	605,448	857,978	1,467,083	1,526,564	1,480,045	1,371,891	2,245,983	2,245,984	2,245,984	488,526	1,000,876	4,460,901	4,487,376	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	0	2,973,585	2,889,315	2,855,757	2,794,637	3,030,097	2,909,922	3,050,478	3,242,463	3,242,463	3,350,996	3,466,680	3,315,596	3,319,257	
Total Revenues	6,765,353	7,527,771	7,458,870	6,763,426	6,763,428	7,338,972	8,017,633	7,932,709	7,347,080	7,539,063	6,777,167	6,997,923	7,110,876	7,145,386	
Total Expenditures	6,743,238	7,343,411	7,358,780	6,696,894	6,758,016	7,289,735	7,782,171	7,817,422	7,091,237	7,091,237	6,671,235	6,889,387	6,886,659	7,068,594	
Net Income / (Loss)	22,115	184,360	100,090	66,532	5,412	49,237	235,462	115,287	255,843	447,826	105,932	108,536	224,217	73,134	
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Inc / (Dec) in Net Assets	22,115	184,360	100,090	66,532	5,412	49,237	235,462	115,287	255,843	447,826	105,932	108,536	224,217	73,134	
Net Assets, Beginning	3,150,018	2,789,225	2,789,225	2,789,225	2,789,225	2,889,315	2,855,757	2,855,757	2,794,637	2,794,637	2,909,922	3,050,478	3,050,478	3,242,463	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	28,945	(61,122)	(61,122)	0	0	224,851	191,985	191,985	0	
Net Assets, Beginning, Adjusted	3,150,018	2,789,225	2,789,225	2,789,225	2,789,225	2,918,260	2,794,635	2,794,635	2,794,635	2,794,637	3,134,773	3,242,461	3,242,463	3,242,463	
Net Assets, End	3,172,133	2,973,585	2,889,315	2,855,757	2,794,637	2,967,497	3,030,097	2,909,922	3,242,463	3,242,463	3,240,705	3,350,996	3,466,680	3,315,596	
Unrestricted Net Assets		2,742,737	2,583,259	2,855,757	2,794,637		2,943,587	2,846,501	2,942,539	3,134,524		2,963,515	3,382,152	3,134,161	
Restricted Net Assets		230,848	306,056	0	0		86,510	63,421	107,939	107,939		387,481	84,528	181,435	

8054 Bert Corona Charter	Audited Financials					2023-2024					2024-2025				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,729,523	2,555,368	3,284,436	3,056,729	0	2,758,925	2,709,098	3,056,729	3,056,729	3,056,729	3,538,958	3,674,239	0	0	
Accounts Receivable	2,216,437	2,636,715	1,806,416	2,408,699	0	1,169,662	1,297,420	1,654,812	2,408,699	2,408,699	913,021	938,416	0	0	
Other Current Assets	69,993	44,834	55,333	58,526	0	170,985	170,985	160,696	58,526	58,526	168,811	168,811	0	0	
Total Current Assets	4,015,953	5,236,917	5,146,185	5,523,954	0	4,099,572	4,177,503	4,872,237	5,523,954	5,523,954	4,620,790	4,781,466	0	0	
Fixed and Other Assets	305,248	251,530	2,660,448	2,698,237	0	2,443,361	2,435,605	2,598,663	2,698,237	2,698,237	2,385,102	2,385,102	0	0	
Total Assets	4,321,201	5,488,447	7,806,633	8,222,191	0	6,542,933	6,613,108	7,470,900	8,222,191	8,222,191	7,005,891	7,166,568	0	0	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	1,526,564	2,245,984	2,513,481	1,887,854	0	1,168,277	1,294,643	1,773,785	1,887,854	1,887,854	1,056,887	769,082	0	0	
Other Long Term Liabilities	0	0	1,973,895	1,882,095	0	2,042,431	1,999,082	1,996,225	1,882,095	1,882,095	1,905,312	1,905,312	0	0	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	1,526,564	2,245,984	4,487,376	3,769,949	0	3,210,708	3,293,725	3,770,010	3,769,949	3,769,949	2,962,199	2,674,394	0	0	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	2,794,637	3,242,463	3,319,257	4,452,242	0	3,332,224	3,319,382	3,700,890	4,452,242	4,452,242	4,043,692	4,492,174	0	0	
Total Revenues	6,763,428	7,539,063	7,145,388	8,613,613	0	7,791,881	7,909,130	7,881,206	7,862,323	8,613,613	7,324,439	7,993,122	7,780,865	0	
Total Expenditures	6,758,016	7,091,237	7,068,594	7,480,628	0	7,666,733	7,892,502	7,881,081	7,480,690	7,480,628	7,296,588	7,650,320	7,740,934	0	
Net Income / (Loss)	5,412	447,826	76,794	1,132,985	0	125,148	16,628	125	381,633	1,132,985	27,852	342,802	39,932	0	
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Inc / (Dec) in Net Assets	5,412	447,826	76,794	1,132,985	0	125,148	16,628	125	381,633	1,132,985	27,852	342,802	39,932	0	
Net Assets, Beginning	2,789,225	2,794,637	3,242,463	3,319,257	0	3,466,680	3,315,596	3,315,596	3,319,257	3,319,257	3,319,382	3,700,890	3,700,890	0	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	209,259	3,661	3,661	0	0	4,903	751,352	0	0	
Net Assets, Beginning, Adjusted	2,789,225	2,794,637	3,242,463	3,319,257	0	3,675,939	3,315,596	3,319,257	3,319,257	3,319,257	3,324,286	3,700,890	4,452,242	0	
Net Assets, End	2,794,637	3,242,463	3,319,257	4,452,242	0	3,801,086	3,332,224	3,319,382	3,700,890	4,452,242	3,352,137	4,043,692	4,492,174	0	
Unrestricted Net Assets	2,794,637	3,134,524	3,137,822	4,255,299	0		3,103,911	3,104,519	3,503,947	4,255,299		3,819,732	4,263,502	0	
Restricted Net Assets	0	107,939	181,435	196,943	0		228,314	214,864	196,943	196,943		223,960	228,672	0	



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FISCAL OPERATIONS

RATING

Summary of School Performance

3, Proficient

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Bert Corona Charter	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$2,794,637	\$3,242,463	\$3,319,257	\$4,452,242	\$4,492,174
Net Income / (Loss)	\$5,412	\$447,826	\$76,794	\$1,132,985*	\$39,932
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,729,523	\$2,555,368	\$3,284,436	\$3,056,729	\$3,674,239
Unrestricted Net Assets	\$2,794,637	\$3,134,524	\$3,137,822	\$4,255,299	\$4,263,502
Norm Enrollment Reported by the School	348	341	340	348	346
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	41.35%	44.20%	44.39%	56.88%	55.08%



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Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	25.59%	36.04%	46.47%	40.86%	47.47%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	263.07%	233.17%	204.74%	292.60%	621.71%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	35.33%	40.92%	57.48%	45.85%	37.32%

* The significant net income reported for FY 2023-24 is primarily due to revenues from the Employee Retention Credit (ERC).

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc.'s (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$28,147,018	\$2,109,247	\$0	\$0
<p>Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS' Executive Director, its Chief Operations Officer, and other Learning and Support Center (YPICS' Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p>					



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Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

Bert Corona Charter's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
5	11	16	13	8	9
6	104	103	107	118	110
7	119	105	111	113	121
8	114	117	109	109	106
Total Enrollment	348	341	340	348	346
Increase/(Decrease) in Enrollment from Prior Year	N/A	(7)	(1)	8	(2)
Enrollment Growth/(Decrease) (%)	N/A	(2.0%)	(0.3%)	2.4%	(0.6%)

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(2)
Accumulated decrease in student enrollment percentage	(0.06%)
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	500
2024-2025 Norm Enrollment	346
Below approved enrollment capacity count	(154)
Below approved enrollment capacity percentage	(30.8%)



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As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024, and projected a balanced budget for 2024-2025 Second Interim. According to YPICS leadership, several factors, such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse migration patterns, negatively impact its schools' enrollment. To improve school enrollment, it plans to re-engage main feeder schools and make presentations to parents and students; increase web presence; update school websites to support outreach and improved communication; and install street banners on major roadways around the campus. The CSD will continue to monitor the school's student enrollment and financial condition through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive, and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these YPICS charter schools, to assess the organization's overall compliance with *YPICS Fiscal Policies and Procedures (FPP)*, approved 8/13/2024, applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to YPICS and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific YPICS school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each YPICS charter school.

1. Type of Observation: Erroneous/Accidental Personal Charges Using School Credit Cards

- **Source(s) of Document Reviewed: Credit Card Statements**
- **Description of Observation:** The CSD observed erroneous or accidental use of school credit cards for non-school related purchases by YPICS' Chief Operating Officer and Bert Corona High's (BCHS) Director of Operations. Please see the summary in the table below.

Item #	Account #	Transaction Date	Vendor	Transaction Amount	Comments
1	0005	8/30/2024	McDonalds Lost Hills	\$36.88	Per YPICS, this was an erroneous/accidental charge.
2	0005	11/8/2024	Paddle.net	\$29.00	Per YPICS, this was an erroneous/accidental charge.



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3	0194	10/2/2024	SP Richie Pets	\$377.97	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
4	0194	10/2/2024	SP Richie Pets	\$394.14	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
			Total:	\$837.99	

- **Charter Operator’s Fiscal Policies and Procedures:** Page 11 (Credit Cards) of YPICS’ FPP, approved 8/13/2024, states: “Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditure.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer be required to complete a “missing receipt” form, authorization must be granted by the Executive Director. Should an Executive Administrator/Assistant Executive Administrator be required to complete a “missing receipt” form, authorization must be granted by the Executive Director or Chief Operations Officer.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- **No personal charges are permitted.**” (Emphasis added.)

- **Charter Operator’s Response:** In response to CSD’s observation noted above, both credit cardholders issued personal checks totaling \$837.99 to reimburse the school to pay for these erroneous and/or accidental purchases. YPICS leadership stated that although the purchases were due to human error, these were not intentional. Additionally, the staff that had SP Richie Pets credit card charges initially identified the purchase as fraudulent. After working with the bank, the employee and staff identified these purchases as erroneous charges. YPICS also stated that its Accounts Payable Team will conduct regular and thorough monitoring and auditing of credit card transactions, along with ongoing annual training and review of credit card usage and procedures for all its cardholders.

- **CSD’s Recommendations/Comments:** The CSD expects YPICS leadership and staff to strictly adhere to its board-approved fiscal policies and procedures when using school credit cards. Additionally, they should strengthen its internal controls to consistently monitor all expenditures to prevent errors and fraud, and to ensure any issues are promptly identified and corrected.



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The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS' next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight and may take additional appropriate oversight actions. The results may be factored into the school's rating for next year.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Type of Observation: Lack of Clear Associated Student Body (ASB) Policies

- **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies, and Procedure.
- **Description of Observation:** The CSD noted that two of the three YPICS charter schools, namely Bert Corona Charter and Monseñor Oscar Romero Charter Middle, have ASB accounts. When the CSD requested for a copy of YPICS' ASB policies, YPICS' Home Office stated that these accounts follow the current YPICS' FPP. However, the CSD observed no mention of the ASB in the YPICS' FPP. This similar observation was documented in the school's FY 2023-2024 Annual Performance-Based Oversight Visit Report.
- **Charter Operator's Response:** In response to the CSD's observation noted above during this year's oversight, on 4/29/2025, the school's FPP was revised and board-approved to reflect the inclusion of its ASB fiscal operations. Under the Local Fundraising section, it states that:
 - "The Associated Student Body (ASB) will adhere to YPICS' fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
 - YPICS will follow sound fiscal management policies adopted by the Board as it pertains to fundraising income. All cash received is recorded.
 - For each fundraising event or other event in which cash or checks will be collected the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event."
- **CSD's Comments:** The absence of clear, written policies, procedures, and proper documentation required for the organization's ASB to appropriately define and set internal controls in its fundraising, cash handling activities, etc., may create uncertainties among charter school students, employees, the authorizer, and any other stakeholders and raises questions as to whether these ASB activities and related expenditures are reasonable and appropriate for its intended school-related purposes. During the 2024-2025 oversight, the CSD reiterated its recommendation that the school formalize and establish its written policies and procedures pertaining to this area, which the school has attempted to address. The CSD acknowledges the clarifying language in the school's revised FPP, as stated above, and will continue to evaluate the FPP updates and monitor the school's adherence to its FPP through oversight.

The Charter Schools Division will review the school's actions referenced in the "Other Observations" section of this report by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:



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None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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Notes:

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
2.	The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review was conducted in-person at:	Bert Corona Charter
		No discrepancies were noted
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	



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5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security benefits
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 1/2024 to 12/2024
			Reviewed 29 checks for sample testing
			No discrepancies were noted
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed 28 credit card transactions for sample testing
			The CSD's observations were noted in the ANI section above.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed six (6) electronic credit/debit transactions for sample testing
			No discrepancies were noted
22.	Student Body Financial Records (6 months)		Period spanning from 7/2024 to 12/2024



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		Yes	Reviewed student body bank statements The CSD's observations were noted in the OO section above.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	YPICS disclosed having an open Line of Credit for \$500,000 with Banc of California with zero balance as of April 2025.
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit (ERC)	Yes	2023-2024 YPICS independent audit reports disclosed that it applied and received ERC for \$1,878,231. Governing board meeting minutes, Internal Revenue Service’s correspondences, and other forms pertaining to the ERC application were provided.
29.	Disclosure of legal issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



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Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

<p>Existing School 4 (Accomplished)</p>	<p><i>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</i></p>
<p><u>REQUIRED CRITERIA</u></p>	
<ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

***Existing School
3 (Proficient)***

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



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8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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<p>Existing School 2 (Developing)</p>	<p><i>An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.</i></p>
<p><u>REQUIRED CRITERIA</u></p>	
<ol style="list-style-type: none"> 1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term. 	
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	
<p><u>SUPPLEMENTAL CRITERIA</u></p>	
<ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit; 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit; 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion; 7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5). 	



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<p>Existing School 1 (Unsatisfactory)</p>	<p><i>An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.</i></p>
<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished, Proficient, or Developing</i> above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	

<p>New School 2 (Developing)</p>	<p><i>A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.</i></p>
<p><u>REQUIRED CRITERIA</u></p>	
<ol style="list-style-type: none"> 1. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections; 4. Governing board adopts the annual budget; 5. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and 7. The LCAP is submitted to the appropriate agencies. 	



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Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*New School
1 (Unsatisfactory)*

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

BERT CORONA CHARTER HIGH - 7598

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/25/2025

Charter School Name:	Bert Corona Charter High (BCCH)			Location Code:	7598
Current Address:	City:	ZIP Code:	Phone:	Fax:	
12513 Gain Street	Pacoima	91331	818-480-6810		
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2020 to June 30, 2027 (after SB 114)	6		North		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 271	
229	500				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 54.20%	
9-12	9-12				
Norm Enrollment Number:	221				
Total Number of Staff Members:	33	Certificated:	17	Classified:	16
Charter School's Leadership Team Members:	Ruben Dueñas, Chief Operations Officer/Executive Administrator; Nestor Garcia, Coordinator of Instruction; Yolanda Fuentes, Assistant Executive Administrator/Executive Director Culture and Climate; Yvette King-Berg, Executive Director; Ena LaVan, Chief Accountability Officer				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Dr. Blanca A. Monaster	CSD Fiscal Oversight Manager:		Cindy Delos Santos-Iya	
Other CSD Team Members:	Sunserae Keaton				
Oversight Visit Date(s):	April 25, 2025		Fiscal Review Date (if different):	Not applicable	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):	Maclay Middle School	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	Not applicable		COO/TCO Approved Grade Levels and Occupancy Loads:	Not applicable	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	1, Unsatisfactory	2, Developing	3, Proficient

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



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CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM</p> <p>The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis, and discussion, etc.) as evidenced by agendas and documents as follows:</p> <ul style="list-style-type: none"> • Approved items: 6/24/2024, FY24-25 LCAP • Inclusive of various data points during the different reports: 2/5/2024 and 5/20/2024, Monseñor Oscar Romeo Charter Executive Administrator Report, Updated Academic Excellence Plans for MORCS, 3/11/2024 YPICS Director of Special Education’s Report, 4/22/2024 YPICS Senior Director of Community Schools Partnership’s Report – Key Findings of Needs Assessment. • Brown Act Ethics training 2/24/2025. • Included on the agenda - Board’s School Committee/Council Reports on 10/30/2023, ensure that this item is included on the board agenda on a more consistent basis. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</p> <p>The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.). As noted in 2022-2023 and 2023-2024: The organizational chart from the approved charter is not fully in place as described in the school’s charter. One of the members of the organization is serving in a dual role as Executive Administrator at Bert Corona High School site and Chief Operations Officer for the Youth Policy Institute Charter Schools (YPICS).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes:</p> <p><i>A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).</i></p> <p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</p> <p><input checked="" type="checkbox"/> Not Applicable</p>	



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***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is “Not in Good Standing,” 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G2: DUE PROCESS

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>*For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1, Unsatisfactory
California Department of Education's (CDE) Charter School's 2025 Performance Category	Low Performing-Criterion 2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12) The schoolwide Dashboard Graduation Rate Indicator performance color is Yellow, which is the same as the state's color of Yellow. The school's 2024 Graduation Rate (90.9%) is higher than the state average (86.7%).</p> <p>A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12) The schoolwide Dashboard Suspension Rate Indicator performance color is Green, which is the same as the state's color of Green. The school's 2024 percentage of students suspended at least one day (1.3%) is lower than the state average (3.2%).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator performance color is Orange, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-56.7 DFS) is lower than the state average (-13.2 DFS). None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). <ul style="list-style-type: none"> The 2024 average DFS in ELA for the school's Latino student group (-55.3 DFS) is lower than the state average (-39.3 DFS). The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (-56.6 DFS) is lower than the state average (-40.9 DFS) <p>Per the school's leadership Bert Corona Charter High School is implementing several strategies to improve student performance schoolwide and for their two numerically significant student groups in English Language Arts and address Status/DFS. These include:</p> <ul style="list-style-type: none"> Targeted reading instruction with dedicated support for English Learners and specialized reading specialist support in select 9th and 10th grade classes. Writing strategies focused on building evidence-based arguments, incorporating textual support and personal opinions, utilizing graphic organizers, and employing essay structure templates. Data-Driven Instruction using assessment data to identify learning gaps and guide instruction. Assessment familiarization through professional development and embedding CAASPP and ELPAC style questions into weekly lessons; and Progress Monitoring and Goal Setting via teacher-student conferences in Advisory to review progress and set new academic targets. <p>A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator performance color is Red, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-169.5 DFS) is lower than the state average (-47.6 DFS). 	



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- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
 - The 2024 average DFS in Math for the school's Latino student group (-167.7 DFS) is lower than the state average (-79.2 DFS).
 - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-168.1 DFS) is the state average (-78.2 DFS)

Considering this data, the school leadership provided the following strategies taken and/or plans to take to improve Math outcomes for the schoolwide and for the two student groups:

- Supporting students through the Academic Lab math.
- Providing to students real-world problem-solving integration
- Aligning assessments to instruction, and continuing goal-setting advisories.
- Providing Math professional development as a priority for the 2025 cycle to boost instructional effectiveness.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The schoolwide Dashboard ELPI performance color is Red, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress towards English language proficiency (23.2%) is lower than the state average (45.7%).

NOTE: The schoolwide ELPI performance as reported on the Dashboard is inclusive of Long-Term English Learner (LTEL) student group data. The school's 2024 percentage of LTEL students making progress towards English language proficiency (23.9%) is lower than the state average (45.8%).

Considering this data, the school leadership provided the following strategies taken and/or plans to take to support English Language Learners, such as:

- Emphasize cognitive scaffolding using graphic organizers.
- Continue to provide collaborative planning and embedded formative assessment strategies.
- Continue to engage families of English Language Learners.
- Increase professional development to improve ELPI performance and reclassification outcomes.

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12) and A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

- The schoolwide Dashboard College/Career Indicator performance color is Yellow, which is the same as the state's color of Yellow. The school's 2024 percentage of students prepared for college, or a career (29.6%) is lower than the state average (45.3%).
- None of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages.
 - The 2024 percentage of the school's Latino student group prepared for college, or a career (30.2%) is lower than the state average (37.4%).
 - The 2024 percentage of the school's Socioeconomically Disadvantaged student group prepared for college, or a career (28.3%) is lower than the state average (37.4%)

Considering this data, the school leadership provided the following strategies taken and/or plans to increase the percentage of students prepared for college or career, as follows:

- Continue to expand dual enrollment through Mission College and upcoming AP/Seal of Biliteracy offerings.
- Continued growth is planned via ACTFL exploration and targeted advising.



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Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met
 Implementation of State Academic Standards: Met
 Parent and Family Engagement: Met
 School Climate: Met
 Access to a Broad Course of Study: Met

Notes:

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

A12: ALL STUDENTS SCIENCE INDICATOR

The school's schoolwide Dashboard Science Indicator Status (-28.1 DFS) is lower than the state (-13.5 DFS).

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- No Status

2024 LCFF Charter School Assistance Eligibility:

- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies.
- Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support.

For 2023-2024:

- As of the time of the issuance of this Annual Performance–Based Oversight Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance Based Visit Report.
- The school's percent of “At Risk” ELs is 1.9% as compared to the state's percent of 6.0%
- The school's percent of “LTELs” is 26.9% as compared to the state percent of 10.4%



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Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

Not Applicable

****RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.***



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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students ELA Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Math Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)</p> <p><input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students ELPI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students CCI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)</p> <p><input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator</p> <p><input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Chronic Absenteeism Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent)</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator</p> <p><input checked="" type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Graduation Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator</p> <p><input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard All Students Suspension Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average</p> <p><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red</p> <p><input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: Academic Progress Indicator(s) and/or Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school did disaggregate student performance data by student groups. English Learners, Socioeconomically Disadvantaged, Special Education,
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the following publisher’s verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: [Click or tap here to enter text.](#)
 - The charter school provided sections of the publisher’s report, however it could not be used as verified data because it was not the complete report.
 - The charter school provided school created reports that are not considered verified data.
 - The charter school did not provide the publisher’s designated report to demonstrate one year’s growth.

As the date of this published report, the names of the above-mentioned reports are the District’s current understanding from the publisher.



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Postsecondary Indicators (high school only):

Postsecondary Indicator: The school did not provide Reports

1. The report provided by the charter school **Choose an item.** the results of at least 95% of eligible students. If the charter school did not meet the 95% participation rate, the charter school’s plan to address the participation is included in the Notes below.
2. The report provided by the charter school **Choose an item.** the number of eligible students and missing or non-participating students.
3. The report provided by the charter school **Choose an item.** evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:

- MAP Growth by NWEA, Grades K-12 does not provide a participation rate.
- Bert Corona Charter – High School cannot receive a rating in this category greater than a one (1) as the school has been identified as a Low Performing charter school based on the state’s published list.

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control and Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables <input checked="" type="checkbox"/> Instructions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control and Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes
Notes: None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2, Developing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</p> <p>The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements, as evidenced by documents reviewed in preparation for the visit:</p> <ul style="list-style-type: none"> • The 2024-2025 BCCHS Parent Workshop Calendar includes: <ul style="list-style-type: none"> ○ Workshops held monthly, often multiple events per month. ○ Includes Parent College Workshops, SAC meetings, Coffee with the Administration, and SFVP (Supporting Families through a Village Partnership) Workshops. ○ Covers a wide range of topics including college readiness, parenting skills, communication, financial aid, technology use, and health. • SAC <p>The SAC document indicates a meeting on February 12, 2025, with the next meeting scheduled for March 19, 2025 (Page 12). The "Coffee with the Directors" document mentions monthly meetings (Page 2), suggesting a regular schedule. The yearly calendar (Parents Workshops) does not explicitly list SAC meetings but includes parent engagement events, which may overlap. The indication of a follow-up meeting suggests regularity, but there is no evidence of a publicly posted schedule for the entire year, as required by the Brown Act</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. Based on the academic outputs, the school is still struggling with growth in performance. Conducting a comprehensive root cause analysis and building upon the effective practices identified by leadership (below) during the oversight process will support improvement efforts.</p> <ul style="list-style-type: none"> • <u>Practices:</u> • Ensure an equally strong emphasis on high-quality instructional strategies, student engagement techniques, and differentiated instruction beyond assessment-centered approaches. • Allocate structured time for reflection, practical application, and peer feedback following professional development sessions to help translate new learning into effective classroom practices. • Include topics related to teacher wellness, student mental health, and social-emotional learning (SEL), fostering a more holistic approach to school improvement. • Implement mechanisms such as surveys or informal check-ins to collect feedback on the effectiveness of professional development sessions and monitor the extent to which strategies are being applied in classrooms. 	



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- Documentation:

- Lesson plan samples included objectives and learning outcomes (aligned to standard requirements), essential question, accommodations, and VALUE Rubric.
- PowerPoint Samples Titled: Critical Friends Group (Tuning Protocol), Academic Monitoring Planning.
- Sample form for an individualized High School Course Plan Template requirement.
- WASC accreditation was reaffirmed though June 30, 2026, per WASC June 12, 2023 letter.
- Documentation evidencing UC Doorways classes.
- Parent letter addressing Graduation Subject Requirements for BCCHS (requires 180-230 credits for graduation and encompasses UC/CSU Minimum Requirements).
- Policy on 9th Grade Mathematics Course Placement.
- AP Participation rate for 2023-2024 school year with offerings in biology, English Language Comp, Environmental Science, and Spanish Language.

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS -

The school has partially implemented and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction. Based on the academic outputs, the school is still struggling with growth in performance, building upon the effective practices identified by leadership during the oversight process will support improvement efforts.

The school provided the following evidence through documents submitted in preparation for the visit:

- Lesson Plan inclusive of a section pertaining English Learners, Students with IEPs with accommodations and modifications. A secondary section addresses guiding questions for planned interventions to check for understanding, increase engagement, providing additional support, fostering a positive environment and reflect/adapt.
- Per the school leadership noted that with a 30% Special Education population (68 out of 229 students have IEPs), many students receive targeted support through designated resource periods aligned to their IEP goals. Additionally, the school has a 26% English Learner (EL) population (61 out of 229 students), including 22 EL students with IEPs. Teachers receive ongoing professional development in implementing English Language Development (ELD) strategies, focusing on building skills in reading, writing, listening, and speaking for ELs.
- Documentation pertaining the Referral process and samples of related forms.
- EL PD samples of agendas that includes topics such as EL Strategies and Collaborative Grouping Strategies.

During the classroom observations, the following was noted:

- Learning objectives were consistently displayed, either on handouts, projected, or posted, ensuring clarity of purpose.
- Agendas were visible in most classrooms, providing structure and expectations for the lesson.
- Graphic organizers were used in Spanish and Pre-calculus classes to scaffold student responses, promoting organized thinking.
- Teachers actively circulated, engaging with students individually or in groups, fostering a supportive learning environment.
- Continue to support teachers in evaluating and adjusting group configurations to maximize the effectiveness of collaborative activities. Teachers could reflect on group configurations to optimize student collaboration and productivity. Collaborative strategies like Think-Pair-Share (Chemistry) and table groups (Pre-calculus) encouraged student interaction.



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- Continue to develop student voice. In some classroom student responses were inaudible, suggesting a need for strategies to ensure all voices are heard, such as amplifying student contributions or encouraging louder articulation during discussions.
- In the Resource classroom, the session resembled a tutoring model, with teachers providing individualized support, indicating flexibility in meeting diverse student needs.

O3: SPECIAL EDUCATION

The school has minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements. Based on the documentation provided by the charter school, as well the school's response to oversight questions:

- The school has not provided OT Services since November for one student and the family did not receive notification of the lack of services in a timely manner.

At the time of the oversight the school had:

- 27 (10-15) meetings held but not updated in Welligent.
- Lack of updated service provider data:
 - Tier 4: 8 students
 - Tier 5: 52 students
 - Tier 6: 10 students
- The school noted the following:
 - Understaffing has led to difficulties in providing and tracking services, with some services rolling into BII.
 - No PD for stakeholders conducted this year due to staffing issues.

Please see below O3: Special Education – Corrective Action Required

Corrective Action Required**O3: SPECIAL EDUCATION**

At the time the Charter Schools release of this report Welligent reported:

- 7 Annual Meetings were Overdue; 6 Triennial were Overdue; and one was Triennial was noted as overdue however with 'Parent Rescheduled'
- Lack of updated service provider data:
 - Tier 4: 19 students
 - Tier 5: 12 students
 - Tier 6: 8 students status of the overdue IEPs including what steps the school is taking to ensure full compliance with IEP timeline requirements moving forward.

Further tiered intervention (i.e., Notice to Cure) related to this concerns may be issued to the charter school.

Notes:

See above Corrective Action Required



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Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school’s operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



LAUSD CHARTER SCHOOLS DIVISION

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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input checked="" type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement Data Analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>High School:</p> <p><input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input checked="" type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input checked="" type="checkbox"/> UC Doorways course approval</p> <p><input checked="" type="checkbox"/> Graduation Requirement/Policy</p> <p><input checked="" type="checkbox"/> Math Placement Assessment Policy (9th grade only)</p> <p><input checked="" type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input checked="" type="checkbox"/> College acceptance and enrollment rates</p>



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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



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O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Documentation of systems to promote regular attendance</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Stakeholder Consultation <input type="checkbox"/> School Site Council (SSC) documentation <input type="checkbox"/> Parent Advisory Committee (PAC) documentation <input type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input type="checkbox"/> School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes:



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Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Not applicable
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Not applicable
Notes:		



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	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	139,831	165,271	150,118	150,118	451,359	452,881	703,818	760,340	739,295	768,061	951,936	952,416		
Accounts Receivable	0	819,094	779,620	704,341	704,362	315,915	404,976	175,202	447,043	447,476	752,237	745,981	746,385		
Other Current Assets	0	50,641	28,588	42,558	42,538	71,913	71,923	28,680	28,170	32,598	375	40,280	39,876		
Total Current Assets	0	1,009,566	973,479	897,017	897,018	839,187	929,780	907,700	1,235,553	1,219,368	1,520,673	1,738,196	1,738,677		
Fixed and Other Assets	0	113,464	127,706	129,744	129,744	87,340	87,357	87,408	87,407	43,681	43,698	67,286	86,852		
Total Assets	0	1,123,030	1,101,185	1,026,761	1,026,762	926,527	1,017,137	995,108	1,322,960	1,263,050	1,564,371	1,805,482	1,825,529		
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0		
Current Liabilities	0	618,968	648,992	449,680	516,636	340,056	339,324	622,883	725,048	618,170	906,634	1,174,482	1,208,420		
Other Long Term Liabilities	0	40,000	40,000	61,887	0	61,888	36,413	32,920	0	32,920	32,920	26,775	12,406		
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Liabilities	0	658,968	688,992	511,567	516,636	401,944	375,737	655,803	725,048	651,090	939,554	1,201,257	1,220,826		
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0		
Net Assets	0	464,062	412,193	515,194	510,126	524,583	641,400	339,305	597,912	611,960	624,818	604,225	604,703		
Total Revenues	2,580,725	3,057,301	3,060,249	2,995,476	2,995,475	3,366,560	3,571,687	3,644,860	3,319,662	3,578,271	4,277,352	4,390,485	4,252,638		
Total Expenditures	2,553,149	2,989,705	3,044,522	2,876,748	2,881,815	3,364,824	3,557,228	3,513,586	3,490,483	3,490,485	4,272,861	4,376,436	4,245,847		
Net Income / (Loss)	27,576	67,596	15,727	118,728	113,660	1,736	14,459	131,274	(170,821)	87,786	4,491	14,048	26,907		
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0		
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0		
Inc / (Dec) in Net Assets	27,576	67,596	15,727	118,728	113,660	1,736	14,459	131,274	(170,821)	87,786	4,491	14,048	26,907		
Net Assets, Beginning	425,893	396,466	396,466	396,466	396,466	412,193	515,194	515,194	515,194	510,126	641,400	339,305	339,305		
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	3,337	(5,070)	(5,068)	(5,068)	0	(126,925)	258,606	258,606		
Net Assets, Beginning, Adjusted	425,893	396,466	396,466	396,466	396,466	415,530	510,124	510,126	510,126	514,475	597,911	597,911	597,912		
Net Assets, End	453,469	464,062	412,193	515,194	510,126	417,266	641,400	339,305	597,912	518,966	611,960	624,818	604,703		
Unrestricted Net Assets		350,598	284,487	515,194	510,126		518,646	637,999	339,305	597,912		530,332	588,199		
Restricted Net Assets		113,464	127,706	0	0		5,937	3,401	0	0		81,628	38,594		

7598 Bert Corona Charter High	Audited Financials					2023-2024					2024-2025				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	150,118	760,340	952,416	1,040,822	0	409,763	380,951	1,040,822	1,040,822	1,040,822	861,562	1,305,663	0	0	
Accounts Receivable	704,362	447,043	746,385	828,915	0	512,482	589,540	589,540	589,540	589,540	421,523	360,864	0	0	
Other Current Assets	42,538	28,170	39,876	21,872	0	42,175	42,157	22,490	21,872	21,872	23,583	23,583	0	0	
Total Current Assets	897,018	1,235,553	1,738,677	1,891,609	0	964,420	1,012,648	1,422,051	1,891,609	1,891,609	1,306,668	1,690,110	0	0	
Fixed and Other Assets	129,744	87,407	86,852	118,870	0	123,811	119,671	118,870	118,870	118,870	82,885	82,885	0	0	
Total Assets	1,026,762	1,322,960	1,825,529	2,010,479	0	1,088,230	1,132,320	1,540,921	2,010,479	2,010,479	1,389,553	1,772,994	0	0	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	516,636	725,048	1,208,420	840,602	0	434,670	476,703	809,521	840,602	840,602	533,745	571,480	0	0	
Other Long Term Liabilities	0	0	12,406	5,033	0	26,775	26,775	36,114	5,033	5,033	33,776	28,742	0	0	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	516,636	725,048	1,220,826	845,635	0	461,445	503,478	845,635	845,635	845,635	567,521	600,222	0	0	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	510,126	597,912	604,703	1,164,844	0	626,786	628,841	695,286	1,164,844	1,164,844	822,032	1,172,772	0	0	
Total Revenues	2,995,475	3,578,271	4,252,638	5,497,962	0	4,941,664	5,100,514	5,091,773	5,028,408	5,497,962	5,031,477	5,158,766	4,998,188	0	
Total Expenditures	2,881,815	3,490,485	4,245,847	4,937,821	0	4,885,463	5,078,433	5,067,635	4,937,825	4,937,821	4,999,181	5,032,020	4,990,262	0	
Net Income / (Loss)	113,660	87,786	6,791	560,141	0	56,201	22,081	24,138	90,583	560,141	32,296	126,746	7,927	0	
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Inc / (Dec) in Net Assets	113,660	87,786	6,791	560,141	0	56,201	22,081	24,138	90,583	560,141	32,296	126,746	7,927	0	
Net Assets, Beginning	396,466	510,126	597,912	604,703	0	624,818	604,225	604,225	604,225	604,703	628,841	695,286	695,286	0	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(18,318)	480	478	478	0	(14,519)	0	469,560	0	
Net Assets, Beginning, Adjusted	396,466	510,126	597,912	604,703	0	606,500	604,705	604,703	604,703	604,703	614,322	695,286	1,164,846	0	
Net Assets, End	510,126	597,912	604,703	1,164,844	0	662,701	626,786	628,841	695,286	1,164,844	646,618	822,032	1,172,772	0	
Unrestricted Net Assets	510,126	597,912	588,677	1,164,844	0		590,479	607,298	695,286	1,164,844		822,032	1,172,772	0	
Restricted Net Assets	0	0	16,026	0	0		36,307	21,543	0	0		0	0	0	



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FISCAL OPERATIONS

RATING

Summary of School Performance

3, Proficient

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Bert Corona Charter High (BCHS)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$510,126	\$597,912	\$604,703	\$1,164,844	\$1,172,771
Net Income / (Loss)	\$113,660	\$87,786	\$6,791	\$560,141*	\$7,927
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$150,118	\$760,340	\$952,416	\$1,040,822	\$1,305,663
Unrestricted Net Assets	\$510,126	\$597,912	\$588,677	\$1,164,844	\$1,172,771
Norm Enrollment Reported by the School	191	191	199	218	221
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	17.70%	17.13%	13.86%	23.59%	23.50%



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Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	5.21%	21.78%	22.43%	21.08%	26.16%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	173.63%	170.41%	143.88%	225.03%	295.74%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	50.32%	54.80%	66.88%	42.06%	33.85%

* The net income reported for FY 2023-24 is primarily attributable to revenues received from the Employee Retention Credit (“ERC”).

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc.’s (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$28,147,018	\$2,109,247	\$0	\$0

Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center (YPICS’ Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).



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Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

Bert Corona Charter High's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	52	57	45	54	56
10	57	55	56	49	56
11	33	52	49	63	52
12	49	27	49	52	57
Total Enrollment	191	191	199	218	221
Increase/(Decrease) in Enrollment from Prior Year	N/A	0	8	19	3
Enrollment Growth/(Decrease) (%)	N/A	0.0%	4.2%	9.5%	1.4%

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	30
Accumulated increase in student enrollment percentage	15.7%
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	500
2024-2025 Norm Enrollment	221
Below approved enrollment capacity count	(279)
Below approved enrollment capacity percentage	(55.8%)



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As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024, and projected a balanced budget for the 2024-2025 Second Interim. According to YPICS leadership, several factors, such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse migration patterns, negatively impact its schools' enrollment. To improve school enrollment, it plans to re-engage main feeder schools and make presentations to parents and students; increase web presence; update school websites to support outreach and improved communication; and install street banners on major roadways around the campus. The CSD will continue to monitor the school's student enrollment and financial condition through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive, and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these YPICS charter schools, to assess the organization's overall compliance with *YPICS Fiscal Policies and Procedures (FPP)*, approved 8/13/2024, applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to YPICS and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific YPICS school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each YPICS charter school.

1. Type of Observation: Erroneous/Accidental Personal Charges Using School Credit Cards

- **Source(s) of Document Reviewed: Credit Card Statements**
- **Description of Observation:** The CSD observed erroneous or accidental use of school credit cards for non-school related purchases by YPICS' Chief Operating Officer and BCHS' Director of Operations. Please see the summary in the table below.

Item #	Account #	Transaction Date	Vendor	Transaction Amount	Comments
1	0005	8/30/2024	McDonalds Lost Hills	\$36.88	Per YPICS, this was an erroneous/accidental charge.
2	0005	11/8/2024	Paddle.net	\$29.00	Per YPICS, this was an erroneous/accidental charge.



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3	0194	10/2/2024	SP Richie Pets	\$377.97	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
4	0194	10/2/2024	SP Richie Pets	\$394.14	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
			Total:	\$837.99	

- **Charter Operator’s Fiscal Policies and Procedures:** Page 11 (Credit Cards) of YPICS’ FPP, approved 8/13/2024, states: “Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditure.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer be required to complete a “missing receipt” form, authorization must be granted by the Executive Director. Should an Executive Administrator/Assistant Executive Administrator be required to complete a “missing receipt” form, authorization must be granted by the Executive Director or Chief Operations Officer.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- **No personal charges are permitted.**” (Emphasis added.)

- **Charter Operator’s Response:** In response to CSD’s observation noted above, both credit cardholders issued personal checks totaling \$837.99 to reimburse the school to pay for these erroneous and/or accidental purchases. YPICS leadership stated that although the purchases were due to human error, these were not intentional. Additionally, the staff that had SP Richie Pets credit card charges initially identified the purchase as fraudulent. After working with the bank, the employee and staff identified these purchases as erroneous charges. YPICS also stated that its Accounts Payable Team will conduct regular and thorough monitoring and auditing of credit card transactions, along with ongoing annual training and review of credit card usage and procedures for all its cardholders.

- **CSD’s Recommendations/Comments:** The CSD expects YPICS leadership and staff to strictly adhere to its board-approved fiscal policies and procedures when using school credit cards. Additionally, they should strengthen its internal controls to consistently monitor all expenditures to prevent errors and fraud, and to ensure any issues are promptly identified and corrected.



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The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS' next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight and may take additional appropriate oversight actions. The results may be factored into the school's rating for next year.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Type of Observation: Lack of Clear Associated Student Body (ASB) Policies

- **Source(s) of Document Reviewed: Charter Operator's Fiscal Policies, and Procedure.**
- **Description of Observation:** The CSD noted that two of the three YPICS charter schools, namely Bert Corona Charter and Monseñor Oscar Romero Charter Middle, have ASB accounts. When the CSD requested for a copy of YPICS' ASB policies, YPICS' Home Office stated that these accounts follow the current YPICS' FPP. However, the CSD observed no mention of the ASB in the YPICS' FPP. This similar observation was documented in the school's FY 2023-2024 Annual Performance-Based Oversight Visit Report.
- **Charter Operator's Response:** In response to the CSD's observation noted above during this year's oversight, on 4/29/2025, the school's FPP was revised and board-approved to reflect the inclusion of its ASB fiscal operations. Under the Local Fundraising section, it states that:
 - "The Associated Student Body (ASB) will adhere to YPICS' fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
 - YPICS will follow sound fiscal management policies adopted by the Board as it pertains to fundraising income. All cash received is recorded.
 - For each fundraising event or other event in which cash or checks will be collected the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event."
- **CSD's Comments:** The absence of clear, written policies, procedures, and proper documentation required for the organization's ASB to appropriately define and set internal controls in its fundraising, cash handling activities, etc., may create uncertainties among charter school students, employees, the authorizer, and any other stakeholders and raises questions as to whether these ASB activities and related expenditures are reasonable and appropriate for its intended school-related purposes. During the 2024-2025 oversight, the CSD reiterated its recommendation that the school formalize and establish its written policies and procedures pertaining to this area, which the school has attempted to address. The CSD acknowledges the clarifying language in the school's revised FPP, as stated above, and will continue to evaluate the FPP updates and monitor the school's adherence to its FPP through oversight.

The Charter Schools Division will review the school's actions referenced in the "Other Observations" section of this report by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.



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Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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Notes:

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>	
1.	FY 2023-2024 Independent Audit Report		
	a. Audit opinion:	Unmodified/Unqualified	
	b. Material weaknesses:	None Reported	
	c. Deficiencies/Findings:	None Reported	
	d. Lack of a Going Concern:	None Reported	
2.	The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable	
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other	
	The explanations provided by the charter school for the variances were reasonable:	Yes	
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable	
4.	Segregation of Duties (SOD) review was conducted in-person at:	Bert Corona Charter	
		No discrepancies were noted	
5.	Proposition 39 information.	Per the LAUSD Charter Schools Accounting Unit's record, as of 3/31/2025, BCHS owed \$50,602 in Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of \$145,293 for Fiscal Years 2015-2016 through 2022-2023, respectively, less payments of \$94,691). The CSD will continue to monitor this matter through oversight.	
<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	



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2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security benefits
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 1/2024 to 12/2024
			Reviewed 29 checks for sample testing
			No discrepancies were noted
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed 28 credit card transactions for sample testing
			The CSD's observations were noted in the ANI section above.



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21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed six (6) electronic credit/debit transactions for sample testing
			No discrepancies were noted
22.	Student Body Financial Records (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed student body bank statements
			The CSD's observations were noted in the OO section above.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	YPICS disclosed having an open Line of Credit for \$500,000 with Banc of California with zero balance as of April 2025.
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit (ERC)	Yes	2023-2024 YPICS independent audit reports disclosed that it applied and received ERC for \$1,878,231. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided.
29.	Disclosure of legal issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



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Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

<p>Existing School 4 (Accomplished)</p>	<p><i>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</i></p>
<p><u>REQUIRED CRITERIA</u></p>	
<ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

***Existing School
3 (Proficient)***

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



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SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/25/2025

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/25/2025

**Existing School
2 (Developing)**

*An existing school would receive a rating of **2 (Developing)** if the charter school is not eligible for the rating of **Accomplished or Proficient**, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/25/2025

<p>Existing School 1 (Unsatisfactory)</p>	<p><i>An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.</i></p>
<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished, Proficient, or Developing</i> above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	

<p>New School 2 (Developing)</p>	<p><i>A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections; 4. Governing board adopts the annual budget; 5. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and 7. The LCAP is submitted to the appropriate agencies. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/25/2025

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*New School
1 (Unsatisfactory)*

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

FY25-26 YPICS January Financials

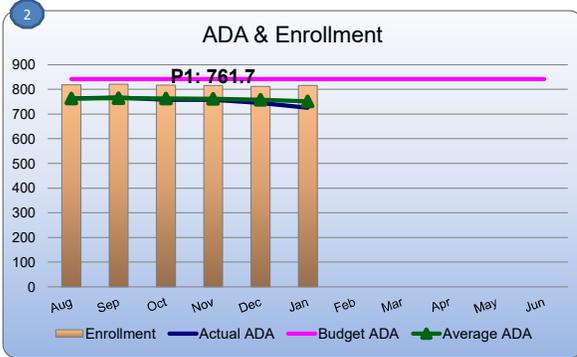
Section: V. Items Scheduled For Action
Item: A. FY25-26 YPICS January Financials
Purpose: Vote
Submitted by:
Related Material: 25-26 YPICS Financials Board Packet 01.26.pdf

YPI Charter Schools - Financial Dashboard (January 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 84 students below budget, resulting in a \$1,391K decrease in LCFF Revenue.

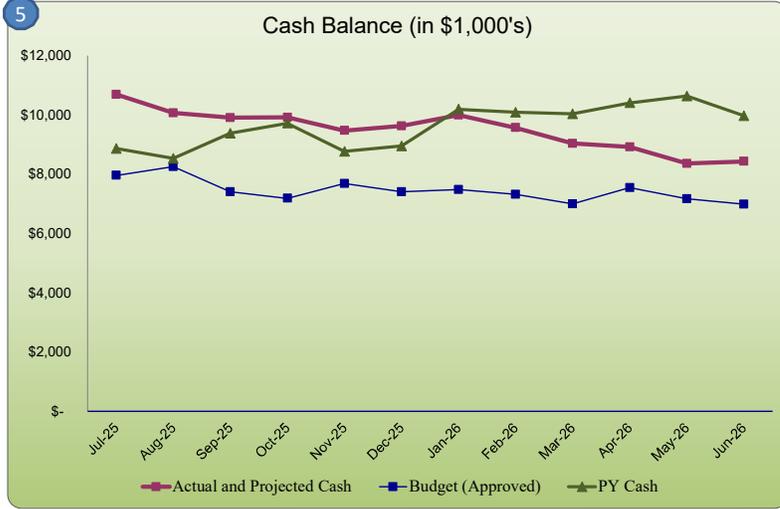
Forecast includes \$1.62M of restricted one-time funds. An additional \$370K remains available to spend through FY27/28.

\$7.09MK of cash has been held in CD accounts.

Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 7.61, relusting in decrease in LCFF by \$120K across 3 schools.

Attendance Analysis	Actual through Month 6	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	817	901	(84)	816	1	872	847
ADA %	92.2%	92.5%	93.5%	-0.9%	94.0%	-1.5%	92.7%	92.7%
Average ADA	752.20	754.83	842.20	(87.37)	762.44	(7.61)	801.07	778.37

Income Statement	Actual through 01/31/26	Forecast as of 01/31/26	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	6,168,636	11,628,769	13,020,099	(1,391,330)	11,748,540	(119,771)	12,113,655	11,612,823
Federal Revenue	528,463	1,503,446	1,398,301	105,145	1,505,405	(1,959)	1,922,813	3,510,698
State Revenue	3,764,567	3,967,361	3,734,751	232,611	3,902,448	64,913	3,118,156	3,313,241
Other Local Revenue	752,308	1,179,599	1,201,495	(21,896)	1,211,389	(31,791)	1,763,592	3,029,652
Grants/Fundraising	26,678	117,104	116,000	1,104	117,104	0	100,626	43,383
TOTAL REVENUE	11,240,652	18,396,278	19,470,645	(1,074,367)	18,484,886	(88,608)	19,018,842	21,509,798
<i>Total per ADA</i>		24,371	23,119	1,253	24,489	(117)	23,742	27,634
<i>w/o Grants/Fundraising</i>		24,216	22,981	1,235	24,334	(117)	23,616	27,579
Certificated Salaries	3,698,373	6,609,506	6,799,291	189,785	6,744,092	134,586	6,164,145	6,108,717
Classified Salaries	1,810,184	3,175,071	3,549,706	374,635	3,205,490	30,419	3,238,813	3,082,354
Benefits	2,057,781	3,290,917	3,412,732	121,815	3,302,556	11,639	3,125,796	2,956,342
Student Supplies	631,309	1,554,463	1,522,195	(32,268)	1,556,218	1,755	1,696,032	1,853,818
Operating Expenses	2,433,123	4,156,767	4,094,394	(62,373)	4,095,855	(60,913)	4,531,116	4,318,530
Other	593,921	1,009,751	995,707	(14,044)	1,011,261	1,510	1,017,924	1,080,851
TOTAL EXPENSES	11,224,692	19,796,475	20,374,024	577,549	19,915,471	118,996	19,773,826	19,400,612
<i>Total per ADA</i>		26,226	24,191	(2,035)	26,384	(158)	24,684	24,925
NET INCOME / (LOSS)	15,960	(1,400,197)	(903,379)	(496,818)	(1,430,585)	30,388	(754,984)	2,109,186
Op Inc Excluding Non-cash Lease Exp	546,476	(501,259)	(15,305)	(485,953)	(526,957)	25,698	154,006	0



Year-End Cash Balance		
Projected	Budget	Variance
8,433,045	6,988,186	1,444,859

Balance Sheet	6/30/2025	12/31/2025	1/31/2026	6/30/2026 FC
Assets				
Cash, Operating	9,973,497	9,633,484	9,998,974	8,433,045
Cash, Restricted	0	0	0	0
Accounts Receivable	2,401,612	29,131	68,286	1,760,022
Due From Others	1,663	2,096	5,259	1,310
Deposits/Prepays	255,767	126,243	126,243	274,344
Net Fixed Assets	25,076,202	24,846,784	24,773,676	24,412,207
Lease Assets	1,915,757	1,966,634	1,950,366	1,892,539
Other Assets	0	0	0	0
Total Assets	39,624,499	36,604,372	36,922,805	36,773,467
Liabilities				
A/P & Payroll	765,495	269,897	368,999	919,515
Due to Others	607,558	446,635	433,194	511,541
Deferred Revenue	2,082,836	0	0	789,025
Lease Liabilities	1,990,245	2,059,882	2,045,863	1,998,169
Other Liabilities	107,828	107,828	107,828	107,828
Total Debt	6,678,503	6,587,381	6,558,926	6,455,551
Total Liabilities	12,232,465	9,471,622	9,514,810	10,781,629
Equity				
Beginning Fund Bal.	28,147,020	27,392,036	27,392,036	27,392,036
Net Income/(Loss)	(754,984)	(259,285)	15,960	(1,400,197)
Total Equity	27,392,036	27,132,751	27,407,996	25,991,839
Total Liabilities & Equity	39,624,500	36,604,373	36,922,806	36,773,467
Days Cash on Hand	193	186	193	163
Cash Reserve %	52.8%	50.9%	52.9%	44.6%



BERT CORONA CHARTER SCHOOL - Financial Dashboard (January 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

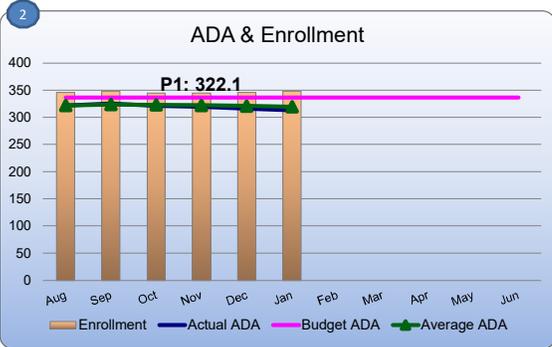
Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Forecasted Enrollment is currently 12 students below budget, resulting in a \$239K decrease in LCFF Revenue.

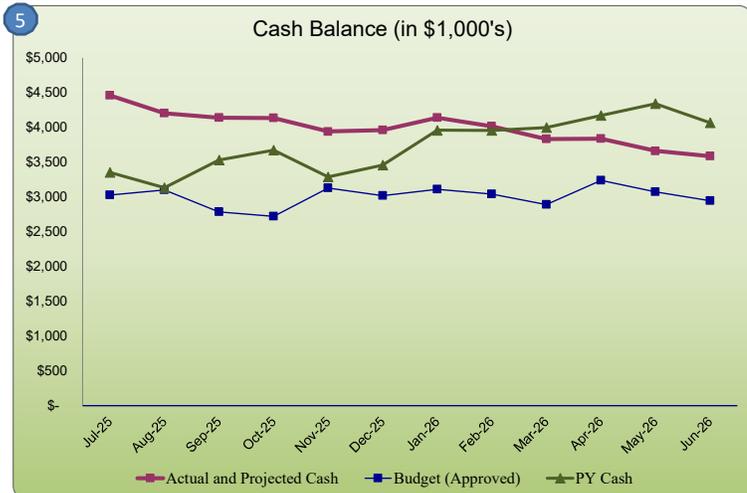
Forecast includes \$615K of restricted one-time funds. An additional \$263K remains available to spend through FY27/28.

Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 2.54, relusting in decrease in LCFF by \$37K.



Attendance Analysis	Actual through Month 6	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	348	346	358	(12)	345	1	341	342
Attendance %	92.2%	92.6%	94.0%	-1.4%	93.5%	-0.9%	93.1%	0.0%
Avg Daily Attendance (ADA)	319.39	320.68	336.52	(15.84)	323.22	(2.54)	319.10	321.84

Income Statement	Actual through 01/31/26	Forecast as of 01/31/26	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	2,341,812	4,680,443	4,919,716	(239,273)	4,717,819	(37,376)	4,563,743	4,531,333
Federal Revenue	220,318	671,350	618,872	52,479	672,002	(652)	778,186	1,370,027
State Revenue	1,630,383	1,677,487	1,607,240	70,247	1,656,557	20,930	1,329,132	1,519,681
Other Local Revenue	265,153	451,390	502,429	(51,038)	513,682	(62,291)	774,895	1,187,725
Grants/Fundraising	11,093	30,834	30,000	834	30,834	0	55,011	4,849
TOTAL REVENUE	4,468,760	7,511,505	7,678,256	(166,752)	7,590,894	(79,389)	7,500,966	8,613,615
Total per ADA		23,424	22,817	607	23,671	(248)	23,507	26,764
w/o Grants/Fundraising		23,328	22,727	600	23,575	(248)	23,334	26,749
Certificated Salaries	1,269,464	2,335,333	2,302,628	(32,705)	2,334,542	(791)	2,198,546	2,186,330
Classified Salaries	610,872	1,100,588	1,258,650	158,062	1,109,596	9,007	1,181,236	1,083,041
Benefits	659,116	1,106,944	1,105,703	(1,241)	1,102,627	(4,317)	1,070,422	995,440
Student Supplies	313,159	702,549	685,425	(17,123)	704,322	1,774	810,998	777,197
Operating Expenses	1,309,508	2,256,711	2,238,490	(18,221)	2,281,091	24,380	2,151,385	2,346,661
Other	48,220	80,696	72,893	(7,803)	81,807	1,111	82,117	92,022
TOTAL EXPENSES	4,210,338	7,582,821	7,663,790	80,969	7,613,986	31,165	7,494,704	7,480,690
Total per ADA		23,646	22,774	(872)	23,743	(97)	23,487	23,244
NET INCOME / (LOSS)	258,421	(71,316)	14,466	(85,782)	(23,092)	(48,225)	6,263	1,132,925
OPERATING INCOME	306,641	9,380	87,360	(77,980)	58,716	(49,336)	88,379	1,224,947



Year-End Cash Balance		
Projected	Budget	Variance
3,587,414	2,944,935	642,479

Balance Sheet	6/30/2025	12/31/2025	1/31/2026	6/30/2026
Assets				
Cash, Operating	4,064,292	3,959,342	4,139,706	3,587,414
Cash, Restricted	0	0	0	0
Accounts Receivable	1,020,767	57,876	58,983	880,906
Due From Others	484	883	438	438
Deposits/Prepays	151,101	106,028	106,028	158,775
Net Fixed Assets	593,348	717,192	710,498	678,022
Lease Assets	1,823,576	1,757,845	1,746,803	1,694,544
Other Assets	0	0	0	0
Total Assets	7,653,568	6,599,166	6,762,456	7,000,100
Liabilities				
A/P & Payroll	180,993	69,428	110,133	254,329
Due to Others	158,587	80,863	72,452	39,234
Deferred Revenue	932,315	0	0	498,529
Lease Liabilities	1,901,699	1,850,491	1,841,476	1,799,350
Other Liabilities	21,470	21,470	21,470	21,470
Total Debt	0	0	0	0
Total Liabilities	3,195,064	2,022,252	2,045,530	2,612,911
Equity				
Beginning Fund Bal.	4,452,242	4,458,505	4,458,505	4,458,505
Net Income/(Loss)	6,263	118,409	258,421	(71,316)
Total Equity	4,458,505	4,576,913	4,716,926	4,387,189
Total Liabilities & Equity	7,653,568	6,599,166	6,762,456	7,000,100
Days Cash on Hand	200	192	201	175
Cash Reserve %	54.8%	52.6%	55.2%	47.8%





BERT CORONA CHARTER SCHOOL

Financial Analysis

January 2026

Net Income

Bert Corona Charter School is projected to achieve a net income of -\$71K in FY25-26 compared to \$15K in the board approved budget. Reasons for this negative \$86K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2026, the school's cash balance was \$4.14M. By June 30, 2026, the school's cash balance is projected to be \$3.59M, which represents a 48% reserve.

As of January 31, 2026, the Accounts Receivable balance was \$59K, down from \$58K in the previous month, due to the receipt of revenue earned in FY24-25.

As of January 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$110K, compared to \$69K in the prior month.

As of January 31, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$7.51M, which is \$167K or 2.2% under budgeted revenue of \$7.68M.

LCFF Revenue – is projected to be below budget by \$239K 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.

Other State Revenue - is projected to be above budget by \$94K.

Other Local Revenue - is projected to be under budget by \$60K. This is offset by savings in PD and Other Consultants costs.

Expenses

Total expenses for FY25-26 are projected to be \$7.58M, which is \$81K or 1.1% under budgeted expenditures of \$7.66M.

Salaries are projected to be lower than budget by \$125K

PD Consultant & Tuition costs are projected to be lower than budget by \$62K due to loss of Teacher Residents. It is offset by lower revenue.

SPED costs are projected to be higher than budget by \$62K based on the actuals for last year.

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



Intra-Agency Fees are projected to be higher than budget by \$43K 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.

Forecast P2 ADA is 320.68 based on enrollment of 346 and a 92.6% attendance rate.

Actual ADA through Month 6 is 319.39 with ending enrollment of 348 and a 92.2% attendance rate.

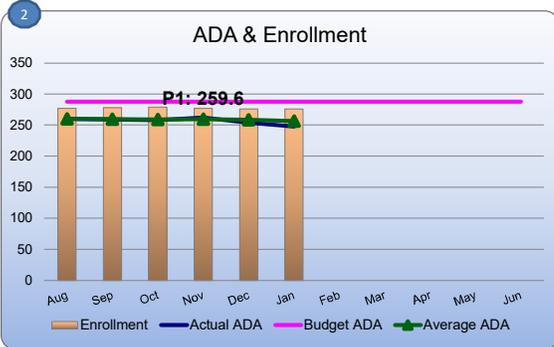
In Month 6, ADA was 312.84 with a 89.8% attendance rate.

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

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (January 2026)

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 \$421K decrease in LCFF Revenue.

Forecast includes \$587K of restricted one-time funds. An additional \$18K remains available to spend through FY27/28.

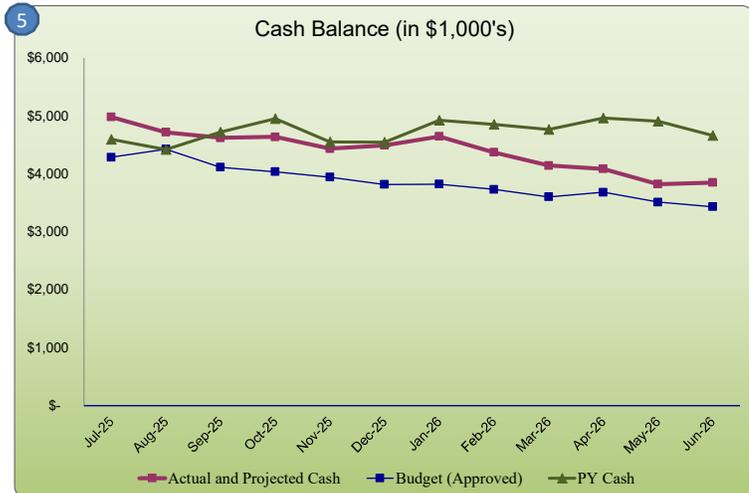
Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 2.64, relusting in decrease in LCFF by \$39K.

3 Attendance Analysis

	Actual through Month 6	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	276	277	306	(29)	277	0	302	282
Attendance %	92.6%	92.9%	94.0%	-1.1%	93.8%	-0.9%	93.1%	0.0%
Avg Daily Attendance (ADA)	256.50	257.36	287.64	(30.28)	260.00	(2.64)	276.44	256.48

4 Income Statement

	Actual through 01/31/26	Forecast as of 01/31/26	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	2,046,153	3,813,038	4,234,157	(421,119)	3,852,338	(39,300)	3,990,563	3,670,040
Federal Revenue	168,544	509,908	503,110	6,798	510,589	(681)	679,965	1,506,579
State Revenue	1,299,906	1,454,773	1,532,504	(77,731)	1,408,601	46,172	1,210,608	1,133,377
Other Local Revenue	274,096	434,841	443,649	(8,808)	447,167	(12,326)	663,946	1,075,406
Grants/Fundraising	5,571	51,000	51,000	0	51,000	0	0	1,535
TOTAL REVENUE	3,794,270	6,263,559	6,764,420	(500,860)	6,269,695	(6,136)	6,545,081	7,386,937
<i>Total per ADA</i>		24,338	23,517	821	24,362	(24)	23,676	28,801
<i>w/o Grants/Fundraising</i>		24,140	23,340	800	24,163	(24)	23,676	28,795
Certificated Salaries	1,114,869	1,992,514	2,094,981	102,466	2,041,324	48,810	1,944,798	1,894,291
Classified Salaries	495,343	897,502	1,034,774	137,272	912,212	14,710	894,341	873,175
Benefits	575,138	942,767	943,243	476	948,034	5,267	879,245	830,166
Student Supplies	201,368	519,600	516,485	(3,115)	519,600	0	532,044	726,716
Operating Expenses	1,044,981	2,044,262	2,036,010	(8,251)	2,036,771	(7,490)	2,152,173	1,719,925
Other	527,652	899,386	892,887	(6,499)	899,551	165	904,049	926,543
TOTAL EXPENSES	3,959,351	7,296,030	7,518,380	222,350	7,357,492	61,462	7,306,650	6,970,816
<i>Total per ADA</i>		28,350	26,138	(2,211)	28,588	(239)	26,431	27,179
NET INCOME / (LOSS)	(165,081)	(1,032,471)	(753,960)	(278,510)	(1,087,797)	55,327	(761,568)	416,121
OPERATING INCOME	284,979	(265,037)	6,974	(272,012)	(320,199)	55,161	6,119	1,201,981



Year-End Cash Balance

Projected	Budget	Variance
3,849,228	3,429,931	419,297

6 Balance Sheet

	6/30/2025	12/31/2025	1/31/2026	6/30/2026
Assets				
Cash, Operating	4,660,050	4,487,355	4,641,648	3,849,228
Cash, Restricted	0	0	0	0
Accounts Receivable	835,256	9,994	5,301	596,998
Due From Others	299	299	0	0
Deposits/Prepays	41,784	4,641	4,641	47,952
Net Fixed Assets	24,396,248	24,058,664	23,994,622	23,677,249
Lease Assets	38,504	34,609	33,951	30,623
Other Assets	0	0	0	0
Total Assets	29,972,142	28,595,562	28,680,162	28,202,049
Liabilities				
A/P & Payroll	319,972	75,873	91,737	303,147
Due to Others	418,342	365,515	360,485	354,557
Deferred Revenue	719,039	0	0	290,497
Lease Liabilities	38,504	36,972	36,315	32,987
Other Liabilities	29,418	29,418	29,418	29,418
Total Debt	6,678,503	6,587,381	6,558,926	6,455,551
Total Liabilities	8,203,779	7,095,159	7,076,880	7,466,157
Equity				
Beginning Fund Bal.	22,529,932	21,768,364	21,768,364	21,768,364
Net Income/(Loss)	(761,568)	(267,960)	(165,081)	(1,032,471)
Total Equity	21,768,364	21,500,403	21,603,283	20,735,893
Total Liabilities & Equity	29,972,142	28,595,562	28,680,163	28,202,050
Days Cash on Hand	260	249	260	215
Cash Reserve %	71.3%	68.1%	71.1%	59.0%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

January 2026

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -\$1,033K in FY25-26 compared to -\$754K in the board approved budget. Reasons for this negative \$279K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2026, the school's cash balance was \$4.64M. By June 30, 2026, the school's cash balance is projected to be \$3.85M, which represents a 59% reserve.

As of January 31, 2026, the Accounts Receivable balance was \$5K, down from \$10K in the previous month, due to the receipt of revenue earned in FY24-25.

As of January 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$92K, compared to \$76K in the prior month.

As of January 31, 2026, MORCS had a debt balance of \$6.56M compared to \$6.59M in the prior month. An additional \$103K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$6.26M, which is \$501K or 7.4% under budgeted revenue of \$6.76M.

LCFF Revenue – is projected to be below budget by \$421K due to lower enrollment and ADA %.

ELOP Revenue - is projected to be below budget by \$92K

Expenses

Total expenses for FY25-26 are projected to be \$7.30M, which is \$222K or 3.0% under budgeted expenditures of \$7.52M.

Salaries are projected to be lower than budget by \$240K

Health Insurance expenses are projected to be higher than budget by \$50K

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 257.36 based on enrollment of 277 and a 92.9% 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 6 is 256.50 with ending enrollment of 276 and a 92.6% attendance rate.

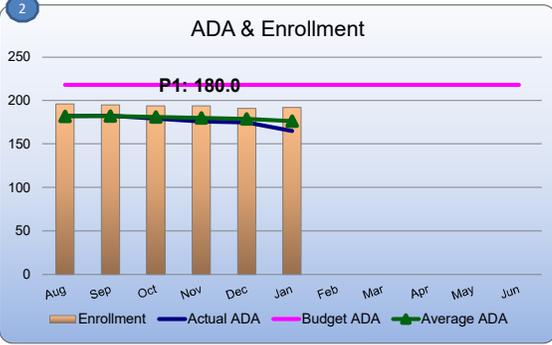
In Month 6, ADA was 247.79 with a 90.0% attendance rate.

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 (January 2026)

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 \$731K decrease in LCFF Revenue.

Forecast includes \$416K of restricted one-time funds. An additional \$89K remains available to spend through FY27/28.

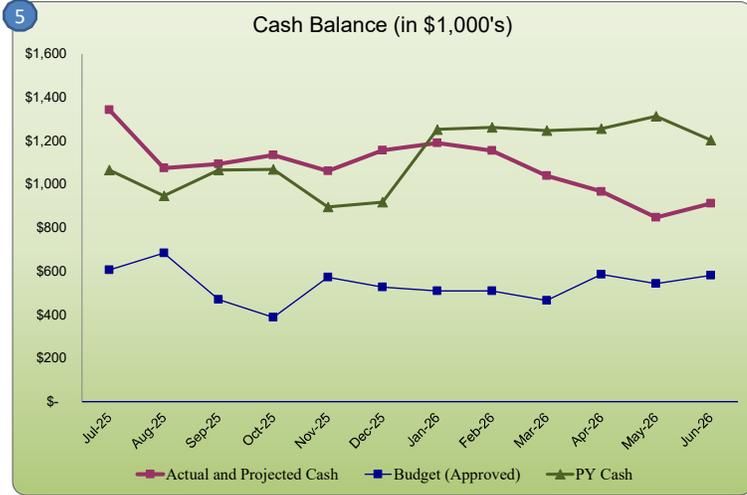
Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 2.43, relusting in decrease in LCFF by \$43K.

3 Attendance Analysis

	Actual through Month 6	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	192	194	237	(43)	194	0	229	223
Attendance %	91.8%	91.8%	92.0%	-0.2%	92.4%	-0.5%	91.5%	0.0%
Avg Daily Attendance (ADA)	176.31	176.79	218.04	(41.25)	179.22	(2.43)	205.53	200.05

4 Income Statement

	Actual through 01/31/26	Forecast as of 01/31/26	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	1,780,671	3,135,287	3,866,225	(730,938)	3,178,382	(43,095)	3,559,349	3,411,450
Federal Revenue	139,602	322,187	276,320	45,868	322,814	(627)	464,662	634,092
State Revenue	834,278	835,101	595,006	240,095	837,290	(2,189)	578,416	660,183
Other Local Revenue	205,495	285,805	255,418	30,387	244,013	41,792	311,886	755,242
Grants/Fundraising	10,014	35,270	35,000	270	35,270	0	45,615	36,999
TOTAL REVENUE	2,970,060	4,613,651	5,027,969	(414,318)	4,617,769	(4,119)	4,959,929	5,497,966
<i>Total per ADA</i>		26,097	23,060	3,037	26,120	(23)	24,132	27,483
<i>w/o Grants/Fundraising</i>		25,897	22,899	2,998	25,921	(23)	23,910	27,298
Certificated Salaries	924,957	1,607,573	1,717,675	110,102	1,689,426	81,853	1,581,952	1,590,587
Classified Salaries	478,415	819,505	874,274	54,769	794,182	(25,323)	841,570	788,686
Benefits	542,878	847,004	927,975	80,971	858,345	11,341	855,494	792,439
Student Supplies	114,034	308,202	300,136	(8,066)	308,202	0	329,672	340,415
Operating Expenses	943,597	1,301,209	1,344,970	43,761	1,260,510	(40,700)	1,322,322	1,366,488
Other	16,205	26,568	26,825	257	26,801	234	28,597	59,209
TOTAL EXPENSES	3,020,086	4,910,061	5,191,854	281,793	4,937,466	27,405	4,959,607	4,937,825
<i>Total per ADA</i>		27,773	23,811	(3,962)	27,928	(155)	24,131	24,683
NET INCOME / (LOSS)	(50,027)	(296,410)	(163,885)	(132,525)	(319,696)	23,286	322	560,141
OPERATING INCOME	(33,822)	(269,842)	(137,061)	(132,782)	(292,895)	23,053	28,919	619,350



Year-End Cash Balance

Projected	Budget	Variance
912,510	581,281	331,229

6 Balance Sheet

	6/30/2025	12/31/2025	1/31/2026	6/30/2026
Assets				
Cash, Operating	1,203,380	1,155,653	1,190,493	912,510
Cash, Restricted	0	0	0	0
Accounts Receivable	545,589	(38,739)	4,002	282,118
Due From Others	616	616	575	575
Deposits/Prepays	45,171	2,493	2,493	49,508
Net Fixed Assets	77,868	63,771	61,663	51,301
Lease Assets	25,923	23,300	22,857	20,617
Other Assets	0	0	0	0
Total Assets	1,898,546	1,207,094	1,282,083	1,316,628
Liabilities				
A/P & Payroll	232,515	130,842	129,663	295,340
Due to Others	30,628	0	0	117,492
Deferred Revenue	431,482	0	0	0
Lease Liabilities	25,923	24,891	24,448	22,208
Other Liabilities	12,832	12,832	12,832	12,832
Total Debt	0	0	0	0
Total Liabilities	733,379	168,565	166,943	447,872
Equity				
Beginning Fund Bal.	1,164,846	1,165,167	1,165,167	1,165,167
Net Income/(Loss)	322	(126,638)	(50,027)	(296,410)
Total Equity	1,165,167	1,038,529	1,115,140	868,757
Total Liabilities & Equity	1,898,547	1,207,094	1,282,083	1,316,629
Days Cash on Hand	89	86	89	68
Cash Reserve %	24.4%	23.5%	24.4%	18.7%





Bert Corona Charter High School Financial Analysis January 2026

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -\$296K in FY25-26 compared to -\$164K in the board approved budget. Reasons for this negative \$133K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2026, the school's cash balance was \$1.19M. By June 30, 2026, the school's cash balance is projected to be \$913K, which represents a 19% reserve.

As of January 31, 2026, the Accounts Receivable balance was \$4K, down from \$-39K in the previous month, due to the receipt of revenue earned in FY24-25.

As of January 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$130K, compared to \$131K in the prior month.

As of January 31, 2026, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$4.61M, which is \$414K or 8.2% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$730K 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 \$32K due to lower enrollment.

Expenses

Total expenses for FY25-26 are projected to be \$4.91M, which is \$282K or 5.4% under budgeted expenditures of \$5.19M.

Contracted Substitute Teacher costs are projected to be higher than budget by \$33K

Intra-Agency Fees are projected to be lower than budget by \$67K mainly due to the lower enrollment.

ADA

Budgeted P2 ADA is 218.04 based on enrollment of 237 and a 92.0% 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 176.79 based on enrollment of 194 and a 91.8% attendance rate.

Actual ADA through Month 6 is 176.31 with ending enrollment of 192 and a 91.8% attendance rate.

In Month 6, ADA was 165.00 with a 89.9% 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 01/01/26 to 01/31/26**

Check #	Vendor Name	Date	Description	Amount
A028859	7 LAYER IT SOLUTIONS, INC.	1/16/2026	01/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
313328	AFLAC WORLDWIDE HEADQUARTERS	1/14/2026	12/25 - HEALTH PREMIUM	2,454.22
313350	AFLAC WORLDWIDE HEADQUARTERS	1/28/2026	01/26 - HEALTH PREMIUM	2,454.22
P084204	Amazon Capital Services	1/14/2026	CAR PLUG ADAPTER, DECORATIONS,HEADBANDS, SANTA HAT	2,023.07
P084420	Amazon Capital Services	1/16/2026	(1) PHOTO PRINTER, SHARPIE, PAPER ROLLS, CANVAS PANEL, ETC	593.72
P085066	Amazon Capital Services	1/28/2026	(1) LED SMART TV	1,231.77
313356	AMY PAZ	1/28/2026	12/01/25-12/19/25 - MILEAGE	115.50
313321	AT&T	1/14/2026	12/25 - FAX SERVICE	212.29
313327	AT&T MOBILITY	1/14/2026	11/18/25-12/17/25 - HOTSPOTS	2,202.34
313340	AT&T MOBILITY	1/20/2026	01/02/26-02/01/2026 - HOTSPOTS	1,288.58
P085064	A-TECH SYSTEMS	1/28/2026	REGULATION FOUR - FIRE ALARM	760.00
313365	BLANCA RUIZ MARTINEZ	1/28/2026	01/2026 - FINAL CHECK - B. RUIZ MARTINEZ	2,470.76
EFT01/02	BLUE SHIELD OF CALIFORNIA	1/2/2026	01/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
313330	BLUE WAVE	1/14/2026	(107) HOODIES(40) PE SHIRTS	2,612.00
E025842	BUR-CAL TERMITES & PEST CONTROL INC.	1/14/2026	12/24/25 - PEST CONTROL	770.00
P084206	CADEZ SERVICES INC.	1/14/2026	INSTALLMENT OF SECURITY CAMERAS	5,957.24
P084209	CAREPORTAL	1/14/2026	12/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
P085065	CLASSROOM CREW LLC	1/28/2026	12/25 - SPED SERVICES - APE	3,546.60
A028779	CROSS COUNTRY EDUCATION	1/14/2026	10/01/25-10/31/25 - SPED SERVICES - SLP,SLPA	3,560.45
A029070	CROSS COUNTRY EDUCATION	1/28/2026	12/02/25-12/19/25 - SPED SERVICES - COTA, DIS COUNSELOR, DHH, OT, SLP, SLPA	17,122.79
313357	ERIKA LEON	1/28/2026	12/04/25-12/19/25 - MILEAGE	84.07
313349	EXED	1/28/2026	12/25 - MANAGEMENT CONTRACT FEE, CALPADS	26,160.00
313337	FRESH START HEALTHY MEALS, INC.	1/14/2026	12/25 - STUDENT MEALS	60,565.02
313341	FRESH START HEALTHY MEALS, INC.	1/20/2026	12/25 - STUDENTS MEAL	9,126.70
313336	FRONTIER	1/14/2026	12/13/25-01/12/26 - FAX SERVICE	362.00
P084211	GP MECHANICAL SERVICES	1/14/2026	AC REPAIR - CLASSROOM #3	913.97
313338	HERNANDEZ JANITORIAL SERVICES	1/20/2026	12/15/25-12/31/25 - MAINTENANCE SERVICE	907.50
313347	HERNANDEZ JANITORIAL SERVICES	1/28/2026	01/01/26-01/15/26 - MAINTENANCE SERVICE	1,633.50
P085063	HESS AND ASSOCIATES, INC.	1/28/2026	FY25-26 - 2ND QUARTER RETIREMENT REPORT	630.00
313362	HOME DEPOT CREDIT SERVICES	1/28/2026	12/09/25 - CUSTODIAL SUPPLIES	13.24
P084208	IMPACT CANINE SOLUTIONS	1/14/2026	12/01/25 - CANINE SERVICES	460.00
A028781	IMPACT FACILITIES SERVICES INC	1/14/2026	12/23/25-12/31/25- MAINTENANCE SERVICE	1,200.00
313353	JAHAIRA OSORIO	1/28/2026	12/04/25-12/10/25 - MILEAGE	28.98
P084210	JEANNETTE M CRUZ REIBER	1/14/2026	12/25 - MONTHLY CREDENTIALING SERVICES	800.00
313358	JENNIFER I. OBANDO-SALGUERO	1/28/2026	12/03/25-12/17/25 - MILEAGE	115.36
E026115	KELLY SPICERS STORES	1/28/2026	COPY PAPER, ENVELOPES, CARDSTOCK	1,786.63
313359	KIMBERLY LEE	1/28/2026	12/08/25-12/15/25 - MILEAGE	14.77
313333	LA DEPT. OF WATER AND POWER	1/14/2026	10/29/25-01/02/26 - FIRE SERVICE CHARGES	10,630.69
A028860	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	1/16/2026	12/25 - LEGAL SERVICE	1,343.00
313326	LOS ANGELES COUNTY OFFICE OF EDUCATION	1/14/2026	ADMINISTRATIVE SERVICE CREDENTIAL FOR M. GARCIA	7,500.00
P084417	LOS ANGELES COUNTY OFFICE OF EDUCATION	1/16/2026	ADMINISTRATIVE SERVICE CREDENTIAL FOR F. ZEPEDA	3,950.00
P084205	LUIS GIRON	1/14/2026	12/25 - LANDSCAPING SERVICE	800.00
313324	MAJOR METROPOLITAN SECURITY	1/14/2026	02/26 - BURGLAR ALARM MONITORING SERVICE	405.00
313360	Maria Martinez	1/28/2026	12/03/25-12/18/25 - MILEAGE	147.42
E025843	MCCALLA COMPANY	1/14/2026	BLACK LINER, FACIAL TISSUE, TISSUE PAPER	468.96
E026116	MCCALLA COMPANY	1/28/2026	MOP, VACUUM BELT, BLEACH, ALL-PURPOSE CLEANER, ETC	297.27
313352	PARTNERS IN EDUCATION	1/28/2026	10/25 - SPED SERVICES - LVN, NURSE	11,945.00
313345	PETER HUANG AND LORETTA HUANG	1/27/2026	02/26 - RENT	4,094.50
P085067	PETER HUANG AND LORETTA HUANG	1/28/2026	12/11/25-01/13/26 - ELECTRIC CHARGES	286.26
P084207	PLAZA LOCK & KEY INC.	1/14/2026	REKEY LOCKS TO ROOM	1,906.96
313322	PRIMO BRANDS	1/14/2026	11/05/25-12/04/25 - WATER BOTTLED SERVICE	70.58
A028778	PRN NURSING CONSULTANTS, LLC	1/14/2026	11/17/25 - SPED SERVICES	1,440.00
313325	PUROSERVE	1/14/2026	01/26 - FILTER, RO, CABINET RENTAL	337.62
313348	PUROSERVE	1/28/2026	01/26 - FILTER, RO, CABINET RENTAL	146.39
313334	Quadient Finance USA, Inc.	1/14/2026	12/23/25 - POSTAGE	1,300.00
313363	Quadient Finance USA, Inc.	1/28/2026	12/12/25 - POSTAGE	150.00
313331	QUADIENT LEASING USA, INC.	1/14/2026	01/07/26-04/26/26 - POSTAGE MACHINE LEASING	276.19
313323	REPUBLIC SERVICES #902	1/14/2026	01/26 - WASTE DISPOSAL SERVICE	1,693.73
313329	RICOH USA Inc.	1/14/2026	10/01/25-12/31/25 - COPIER OVERAGES	7,472.11
313355	RUBEN DUENAS	1/28/2026	11/12/25-11/13/25 - MILEAGE - CCSA LA LEADERSHIP RETREAT	352.59
313361	RYAN BRADFORD	1/28/2026	12/11/25-12/22/25 - MILEAGE	45.99
313344	San Fernando Valley Japanese American Community Ce	1/27/2026	02/26 - RENT	13,237.00
A028780	SCOOT EDUCATION INC.	1/14/2026	12/01/25-12/05/25 - SUBSTITUTES	9,272.00
A028858	SCOOT EDUCATION INC.	1/16/2026	12/08/25-12/12/25 - SUBSTITUTES	13,095.00
A028861	SCOOT EDUCATION INC.	1/16/2026	12/08/25-12/12/25 - SUBSTITUTES	5,524.00
A029071	SCOOT EDUCATION INC.	1/28/2026	01/13/26-01/16/26 - SUBSTITUTES	5,956.00
313346	SFVJLI	1/27/2026	02/26 - RENT	1,875.00
313364	SOUTHERN CALIFORNIA GAS COMPANY	1/28/2026	12/13/25-01/14/26 - GAS CHARGES	1,062.73
E025844	TEK TIME SYSTEMS, INC.	1/14/2026	CLOCK MACHINE PARTS & REPAIR	221.55
EFT01/30	Teresa Sale Benefits Consultant	1/30/2026	02/26 - HEALTH PREMIUMS, PRIOR PERIOD ADJUSTMENTS	122,259.25
313339	Think Together	1/20/2026	INSTALLMENT #6 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
313351	Think Together	1/28/2026	07/11/25-07/25/25 - INSTALLMENT #1 OF 1 NID PERSONNEL SERVICE	12,617.00
P084419	TOP CONTENDER DRAIN SPECIALIST, INC.	1/16/2026	12/04/25 - HYDRO JETT -STORM DRAIN REPAIRS	6,076.50
313343	TOP CONTENDER DRAIN SPECIALIST, INC.	1/26/2026	01/02/26 - BATHROOM REPAIR, 12/04/25 - HYDRO JETT -STORM DRAIN REPAIRS	6,076.50
P084418	TOP MAIDS IN LA LLC	1/16/2026	12/01/25-12/19/25 - JANITORIAL SERVICE	2,850.00

Check #	Vendor Name	Date	Description	Amount
313335	UNUM	1/14/2026	01/26 - DISABILITY PREMIUMS, PRIOR PERIOD ADJUSTMENTS	1,559.85
313332	VASHON NUTT	1/14/2026	11/21/25 - MILEAGE	3.71
313354	YESENIA MARCHELL	1/28/2026	01/12/26 - MILEAGE	160.23
313320	YOLANDA FUENTES	1/13/2026	BASKETBALL REFEREE, TAQUERO, DJ WINTER FORMAL	2,818.00
				457,964.53

Coversheet

YPICS FY25-26 2nd Interim Report

Section: V. Items Scheduled For Action
Item: B. YPICS FY25-26 2nd Interim Report
Purpose: Vote
Submitted by:
Related Material: 19-64733-0114959 MORCS 2nd Interim Form 62.pdf
19-64733-0106872 BCCS 2nd Interim Form 62.pdf
19-64733-0132126 BCHS 2nd Interim Form 62.pdf

Monsenor Oscar Romero Charter Middle
Los Angeles Unified
Los Angeles County

2025-26 Second Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330114959
Form 62I
G8291FBE3J(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	4,234,156.88	4,234,156.88	2,046,153.00	3,813,038.00	(421,118.88)	-9.9%
2) Federal Revenue		8100-8299	503,109.59	503,109.59	168,667.79	510,031.95	6,922.36	1.4%
3) Other State Revenue		8300-8599	1,533,281.18	1,532,504.35	1,299,905.65	1,454,772.95	(77,731.40)	-5.1%
4) Other Local Revenue		8600-8799	494,648.76	494,648.76	279,543.36	485,716.54	(8,932.22)	-1.8%
5) TOTAL, REVENUES			6,765,196.41	6,764,419.58	3,794,269.80	6,263,559.44		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,094,980.76	2,094,980.76	1,114,869.41	1,992,514.37	102,466.39	4.9%
2) Classified Salaries		2000-2999	1,034,773.92	1,034,773.92	495,342.56	897,502.13	137,271.79	13.3%
3) Employee Benefits		3000-3999	943,242.56	943,242.56	575,137.93	942,766.56	476.00	0.1%
4) Books and Supplies		4000-4999	516,485.30	516,485.30	201,368.07	519,599.83	(3,114.53)	-0.6%
5) Services and Other Operating Expenses		5000-5999	2,042,760.26	2,036,010.37	1,044,980.98	2,044,261.48	(8,251.11)	-0.4%
6) Depreciation and Amortization		6000-6999	760,934.34	760,934.34	450,060.56	767,433.19	(6,498.85)	-0.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	131,952.45	131,952.45	77,591.64	131,952.45	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			7,525,129.59	7,518,379.70	3,959,351.15	7,296,030.01		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(759,933.18)	(753,960.12)	(165,081.35)	(1,032,470.57)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(759,933.18)	(753,960.12)	(165,081.35)	(1,032,470.57)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	21,768,050.23	21,768,050.23		21,768,050.23	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		313.55	313.55	New
c) As of July 1 - Audited (F1a + F1b)			21,768,050.23	21,768,050.23		21,768,363.78		
d) Other Restatements		9795	(23,234.72)	(23,234.72)		0.00	23,234.72	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			21,744,815.51	21,744,815.51		21,768,363.78		
2) Ending Net Position, June 30 (E + F1e)			20,984,882.33	20,990,855.39		20,735,893.21		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	17,166,885.29	17,223,380.25		17,221,697.66		
b) Restricted Net Position		9797	178,621.44	178,621.44		176,589.30		
c) Unrestricted Net Position		9790	3,639,375.60	3,588,853.70		3,337,606.25		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	2,556,316.14	2,556,316.14	1,015,874.00	2,287,436.12	(268,880.02)	-10.5%
Education Protection Account State Aid - Current Year		8012	481,312.99	481,312.99	353,753.00	439,686.80	(41,626.19)	-8.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Monsenor Oscar Romero Charter Middle
Los Angeles Unified
Los Angeles County

2025-26 Second Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330114959
Form 621
G8291FBE3J(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,196,527.75	1,196,527.75	676,526.00	1,085,915.08	(110,612.67)	-9.2%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,234,156.88	4,234,156.88	2,046,153.00	3,813,038.00	(421,118.88)	-9.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	271,734.37	271,734.37	49,679.79	280,565.10	8,830.73	3.2%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	73,382.72	73,382.72	41,339.00	66,355.13	(7,027.59)	-9.6%
Title I, Part A, Basic	3010	8290	133,068.00	133,068.00	64,957.00	126,092.00	(6,976.00)	-5.2%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	12,160.00	12,160.00	6,907.00	13,662.00	1,502.00	12.4%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	12,764.50	12,764.50	76.00	12,388.72	(375.78)	-2.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	5,709.00	10,969.00	10,969.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			503,109.59	503,109.59	168,667.79	510,031.95	6,922.36	1.4%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	104,132.66	104,132.66	20,716.27	108,953.32	4,820.66	4.6%
Mandated Costs Reimbursements		8550	5,680.14	5,680.14	5,673.00	5,673.00	(7.14)	-0.1%
Lottery - Unrestricted and Instructional Materials		8560	82,016.97	82,016.97	22,967.99	73,324.43	(8,692.54)	-10.6%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	258,409.44	258,409.44	136,746.00	166,080.89	(92,328.55)	-35.7%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	32,929.00	32,929.00	27,462.00	38,681.13	5,752.13	17.5%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	846,630.13	845,853.30	1,086,340.39	858,577.34	12,724.04	1.5%
TOTAL, OTHER STATE REVENUE			1,533,281.18	1,532,504.35	1,299,905.65	1,454,772.95	(77,731.40)	-5.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	140,000.00	140,000.00	92,011.64	150,853.00	10,853.00	7.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	273,648.76	273,648.76	159,866.54	253,863.54	(19,785.22)	-7.2%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	81,000.00	81,000.00	27,665.18	81,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			494,648.76	494,648.76	279,543.36	485,716.54	(8,932.22)	-1.8%
TOTAL, REVENUES			6,765,196.41	6,764,419.58	3,794,269.80	6,263,559.44		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,753,904.63	1,753,904.63	938,440.05	1,712,649.59	41,255.04	2.4%
Certificated Pupil Support Salaries		1200	196,958.53	196,958.53	94,706.34	141,058.43	55,900.10	28.4%
Certificated Supervisors' and Administrators' Salaries		1300	144,117.60	144,117.60	81,723.02	138,806.35	5,311.25	3.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,094,980.76	2,094,980.76	1,114,869.41	1,992,514.37	102,466.39	4.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	329,250.11	329,250.11	121,259.56	250,873.79	78,376.32	23.8%
Classified Support Salaries		2200	97,519.25	97,519.25	66,446.03	107,068.75	(9,549.50)	-9.8%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	235.76	235.76	(235.76)	New
Clerical, Technical and Office Salaries		2400	576,361.42	576,361.42	281,834.95	499,128.74	77,232.68	13.4%
Other Classified Salaries		2900	31,643.14	31,643.14	25,566.26	40,195.09	(8,551.95)	-27.0%
TOTAL, CLASSIFIED SALARIES			1,034,773.92	1,034,773.92	495,342.56	897,502.13	137,271.79	13.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	400,141.33	400,141.33	202,324.99	369,955.18	30,186.15	7.5%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	109,537.40	109,537.40	54,059.98	97,551.02	11,986.38	10.9%
Health and Welfare Benefits		3401-3402	409,950.21	409,950.21	308,881.46	460,129.50	(50,179.29)	-12.2%
Unemployment Insurance		3501-3502	1,564.88	1,564.88	803.86	1,443.77	121.11	7.7%
Workers' Compensation		3601-3602	9,235.76	9,235.76	0.00	0.00	9,235.76	100.0%

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Expenditures by Object

19647330114959
Form 621
G8291FBE3J(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,812.98	12,812.98	9,067.64	13,687.09	(874.11)	-6.8%
TOTAL, EMPLOYEE BENEFITS			943,242.56	943,242.56	575,137.93	942,766.56	476.00	0.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	52,051.41	52,051.41	14,756.00	52,051.41	0.00	0.0%
Books and Other Reference Materials		4200	10,300.00	10,300.00	3,454.93	10,300.00	0.00	0.0%
Materials and Supplies		4300	108,590.00	108,590.00	35,040.05	108,590.00	0.00	0.0%
Noncapitalized Equipment		4400	57,250.00	57,250.00	0.00	57,250.00	0.00	0.0%
Food		4700	288,293.89	288,293.89	148,117.09	291,408.42	(3,114.53)	-1.1%
TOTAL, BOOKS AND SUPPLIES			516,485.30	516,485.30	201,368.07	519,599.83	(3,114.53)	-0.6%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	10,399.00	10,399.00	2,102.56	10,399.00	0.00	0.0%
Dues and Memberships		5300	6,796.00	6,796.00	6,699.41	7,072.01	(276.01)	-4.1%
Insurance		5400-5450	0.00	0.00	344.00	344.00	(344.00)	New
Operations and Housekeeping Services		5500	395,341.63	395,341.63	160,163.49	401,298.87	(5,957.24)	-1.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	28,906.06	28,906.06	25,592.95	73,600.00	(44,693.94)	-154.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,546,065.74	1,539,315.85	818,183.65	1,500,624.07	38,691.78	2.5%
Communications		5900	55,251.83	55,251.83	31,894.92	50,923.53	4,328.30	7.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,042,760.26	2,036,010.37	1,044,980.98	2,044,261.48	(8,251.11)	-0.4%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	760,934.34	760,934.34	450,060.56	767,433.19	(6,498.85)	-0.9%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			760,934.34	760,934.34	450,060.56	767,433.19	(6,498.85)	-0.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	131,952.45	131,952.45	77,591.64	131,952.45	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			131,952.45	131,952.45	77,591.64	131,952.45	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%

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TOTAL, EXPENSES			7,525,129.59	7,518,379.70	3,959,351.15	7,296,030.01		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

2025-26 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330114959
 Form 62I
 G8291FBE3J(2025-26)

Resource	Description	2025-26 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	176,589.30
Total, Restricted Net Position		176,589.30

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	4,919,716.25	4,919,716.25	2,341,812.00	4,680,443.29	(239,272.96)	-4.9%
2) Federal Revenue		8100-8299	618,871.74	618,871.74	220,384.02	671,416.33	52,544.59	8.5%
3) Other State Revenue		8300-8599	1,611,331.32	1,607,239.92	1,630,384.83	1,677,488.78	70,248.86	4.4%
4) Other Local Revenue		8600-8799	542,428.53	532,428.53	276,178.90	482,156.43	(50,272.10)	-9.4%
5) TOTAL, REVENUES			7,692,347.84	7,678,256.44	4,468,759.75	7,511,504.83		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,302,627.70	2,302,627.69	1,269,464.07	2,335,332.83	(32,705.14)	-1.4%
2) Classified Salaries		2000-2999	1,271,983.61	1,258,650.22	610,872.15	1,100,588.47	158,061.75	12.6%
3) Employee Benefits		3000-3999	1,115,789.06	1,105,703.23	659,115.65	1,106,943.73	(1,240.50)	-0.1%
4) Books and Supplies		4000-4999	686,425.48	685,425.48	313,158.64	702,548.52	(17,123.04)	-2.5%
5) Services and Other Operating Expenses		5000-5999	2,233,980.31	2,238,490.18	1,309,507.92	2,256,711.35	(18,221.17)	-0.8%
6) Depreciation and Amortization		6000-6999	72,893.47	72,893.47	48,219.97	80,696.06	(7,802.59)	-10.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			7,683,699.63	7,663,790.27	4,210,338.40	7,582,820.96		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,648.21	14,466.17	258,421.35	(71,316.13)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			8,648.21	14,466.17	258,421.35	(71,316.13)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	4,454,953.51	4,454,953.51		4,454,953.51	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		3,551.21	3,551.21	New
c) As of July 1 - Audited (F1a + F1b)			4,454,953.51	4,454,953.51		4,458,504.72		
d) Other Restatements		9795	25,875.96	25,875.96		0.00	(25,875.96)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			4,480,829.47	4,480,829.47		4,458,504.72		
2) Ending Net Position, June 30 (E + F1e)			4,489,477.68	4,495,295.64		4,387,188.59		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	520,327.36	679,460.34		678,021.90		
b) Restricted Net Position		9797	148,086.20	148,331.27		153,991.84		
c) Unrestricted Net Position		9790	3,821,064.12	3,667,504.03		3,555,174.85		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	2,958,133.58	2,958,133.58	1,152,990.00	2,781,740.78	(176,392.80)	-6.0%
Education Protection Account State Aid - Current Year		8012	561,723.41	561,723.41	407,873.00	545,612.49	(16,110.92)	-2.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year		0000 8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year		All Other 8091	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,399,859.26	1,399,859.26	780,949.00	1,353,090.02	(46,769.24)	-3.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,919,716.25	4,919,716.25	2,341,812.00	4,680,443.29	(239,272.96)	-4.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	377,110.29	377,110.29	69,332.76	395,211.25	18,100.96	4.8%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	87,703.84	87,703.84	47,720.00	82,680.92	(5,022.92)	-5.7%
Title I, Part A, Basic	3010	8290	128,671.00	128,671.00	66,663.00	136,007.00	7,336.00	5.7%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	14,000.00	14,000.00	4,383.00	16,404.00	2,404.00	17.2%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	11,386.61	11,386.61	7,233.00	11,049.60	(337.01)	-3.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	25,052.26	30,063.56	30,063.56	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			618,871.74	618,871.74	220,384.02	671,416.33	52,544.59	8.5%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	150,257.68	150,257.68	29,876.83	158,002.57	7,744.89	5.2%
Mandated Costs Reimbursements		8550	6,548.37	6,548.37	6,548.00	6,548.00	(.37)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	95,954.50	95,954.50	26,305.90	91,418.33	(4,536.17)	-4.7%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	219,751.89	219,751.89	196,950.28	203,988.63	(15,763.26)	-7.2%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	95,310.43	95,310.43	64,745.44	95,310.43	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	37,459.50	37,459.50	126,315.35	25,945.75	(11,513.75)	-30.7%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	802,566.11	798,474.71	1,179,643.03	892,792.23	94,317.52	11.8%
TOTAL, OTHER STATE REVENUE			1,611,331.32	1,607,239.92	1,630,384.83	1,677,488.78	70,248.86	4.4%
OTHER LOCAL REVENUE								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	75,000.00	75,000.00	55,303.83	92,724.00	17,724.00	23.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	327,428.53	327,428.53	192,747.70	318,598.43	(8,830.10)	-2.7%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	140,000.00	130,000.00	28,127.37	70,834.00	(59,166.00)	-45.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			542,428.53	532,428.53	276,178.90	482,156.43	(50,272.10)	-9.4%
TOTAL, REVENUES			7,692,347.84	7,678,256.44	4,468,759.75	7,511,504.83		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,796,141.96	1,796,141.95	979,210.62	1,831,248.35	(35,106.40)	-2.0%
Certificated Pupil Support Salaries		1200	225,893.14	225,893.14	126,353.19	224,350.89	1,542.25	0.7%
Certificated Supervisors' and Administrators' Salaries		1300	280,592.60	280,592.60	163,900.26	279,733.59	859.01	0.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,302,627.70	2,302,627.69	1,269,464.07	2,335,332.83	(32,705.14)	-1.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	480,979.06	467,645.67	169,210.09	345,422.64	122,223.03	26.1%
Classified Support Salaries		2200	172,274.39	172,274.39	94,440.53	170,088.55	2,185.84	1.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	287.26	287.26	(287.26)	New
Clerical, Technical and Office Salaries		2400	563,866.93	563,866.93	329,963.89	548,632.46	15,234.47	2.7%
Other Classified Salaries		2900	54,863.23	54,863.23	16,970.38	36,157.56	18,705.67	34.1%
TOTAL, CLASSIFIED SALARIES			1,271,983.61	1,258,650.22	610,872.15	1,100,588.47	158,061.75	12.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	439,801.90	439,801.90	227,639.43	431,220.36	8,581.54	2.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	130,694.83	129,674.84	65,788.35	118,706.74	10,968.10	8.5%
Health and Welfare Benefits		3401-3402	520,576.99	511,689.23	355,971.81	540,425.61	(28,736.38)	-5.6%
Unemployment Insurance		3501-3502	1,787.32	1,780.65	934.37	1,712.16	68.49	3.8%
Workers' Compensation		3601-3602	10,208.19	10,170.11	0.00	0.00	10,170.11	100.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,719.83	12,586.50	8,781.69	14,878.86	(2,292.36)	-18.2%
TOTAL, EMPLOYEE BENEFITS			1,115,789.06	1,105,703.23	659,115.65	1,106,943.73	(1,240.50)	-0.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	71,534.32	71,534.32	27,357.00	69,891.32	1,643.00	2.3%
Books and Other Reference Materials		4200	9,000.00	8,000.00	1,086.51	8,000.00	0.00	0.0%
Materials and Supplies		4300	136,450.16	136,450.16	62,074.84	135,188.60	1,261.56	0.9%
Noncapitalized Equipment		4400	64,000.00	64,000.00	3,006.29	64,000.00	0.00	0.0%
Food		4700	405,441.00	405,441.00	219,634.00	425,468.60	(20,027.60)	-4.9%
TOTAL, BOOKS AND SUPPLIES			686,425.48	685,425.48	313,158.64	702,548.52	(17,123.04)	-2.5%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	7,099.00	7,099.00	3,229.03	7,099.00	0.00	0.0%
Dues and Memberships		5300	9,881.00	9,881.00	8,558.82	9,689.00	192.00	1.9%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	187,000.00	187,000.00	106,907.05	187,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	275,625.92	275,625.92	154,746.45	275,625.92	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,712,256.09	1,716,765.96	1,009,808.28	1,736,194.04	(19,428.08)	-1.1%
Communications		5900	42,118.30	42,118.30	26,258.29	41,103.39	1,014.91	2.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,233,980.31	2,238,490.18	1,309,507.92	2,256,711.35	(18,221.17)	-0.8%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	72,893.47	72,893.47	48,219.97	80,696.06	(7,802.59)	-10.7%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			72,893.47	72,893.47	48,219.97	80,696.06	(7,802.59)	-10.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			7,683,699.63	7,663,790.27	4,210,338.40	7,582,820.96		

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

Bert Corona Charter
 Los Angeles Unified
 Los Angeles County

2025-26 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330106872
 Form 621
 G82W1SUPXK(2025-26)

Resource	Description	2025-26 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	153,991.84
Total, Restricted Net Position		153,991.84

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,866,225.40	3,866,225.40	1,780,671.00	3,135,287.47	(730,937.93)	-18.9%
2) Federal Revenue		8100-8299	276,319.65	276,319.65	139,642.51	322,228.39	45,908.74	16.6%
3) Other State Revenue		8300-8599	595,006.33	595,006.33	834,278.26	835,101.26	240,094.93	40.4%
4) Other Local Revenue		8600-8799	280,417.57	290,417.57	215,467.86	321,033.86	30,616.29	10.5%
5) TOTAL, REVENUES			5,017,968.95	5,027,968.95	2,970,059.63	4,613,650.98		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,717,674.97	1,717,674.98	924,957.30	1,607,573.33	110,101.65	6.4%
2) Classified Salaries		2000-2999	838,369.98	874,273.97	478,415.06	819,504.70	54,769.27	6.3%
3) Employee Benefits		3000-3999	904,759.82	927,974.65	542,878.36	847,004.08	80,970.57	8.7%
4) Books and Supplies		4000-4999	300,135.93	300,135.93	114,033.82	308,201.84	(8,065.91)	-2.7%
5) Services and Other Operating Expenses		5000-5999	1,344,343.96	1,344,969.99	943,596.71	1,301,209.30	43,760.69	3.3%
6) Depreciation and Amortization		6000-6999	26,824.58	26,824.58	16,205.18	26,567.66	256.92	1.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,132,109.24	5,191,854.10	3,020,086.43	4,910,060.91		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(114,140.29)	(163,885.15)	(50,026.80)	(296,409.93)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	(.01)	(.01)	New
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	(.01)		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(114,140.29)	(163,885.15)	(50,026.80)	(296,409.94)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	1,165,167.16	1,165,167.16		1,165,167.16	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,165,167.16	1,165,167.16		1,165,167.16		
d) Other Restatements		9795	8,191.89	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,173,359.05	1,165,167.16		1,165,167.16		
2) Ending Net Position, June 30 (E + F1e)			1,059,218.76	1,001,282.01		868,757.22		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	51,043.80	51,067.05		51,300.74		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	1,008,174.96	950,214.96		817,456.48		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	2,915,612.43	2,915,612.43	1,257,128.00	2,353,974.67	(561,637.76)	-19.3%
Education Protection Account State Aid - Current Year		8012	43,608.00	43,608.00	20,553.00	35,358.00	(8,250.00)	-18.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2025-26 Second Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330132126
Form 621
G82JJZCNZT(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Transfers to Charter Schools in Lieu of Property Taxes		8096	907,004.97	907,004.97	502,990.00	745,954.80	(161,050.17)	-17.8%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,866,225.40	3,866,225.40	1,780,671.00	3,135,287.47	(730,937.93)	-18.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	120,655.79	120,655.79	23,333.15	128,724.47	8,068.68	6.7%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	55,626.36	55,626.36	30,734.00	45,581.77	(10,044.59)	-18.1%
Title I, Part A, Basic	3010	8290	83,769.00	83,769.00	54,572.00	99,155.00	15,386.00	18.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	8,714.00	8,714.00	5,708.00	11,185.00	2,471.00	28.4%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	7,554.50	7,554.50	41.00	7,328.12	(226.38)	-3.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	25,254.36	30,254.03	30,254.03	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			276,319.65	276,319.65	139,642.51	322,228.39	45,908.74	16.6%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	48,404.94	48,404.94	10,472.21	54,097.54	5,692.60	11.8%
Mandated Costs Reimbursements		8550	11,723.94	11,723.94	11,964.00	11,964.00	240.06	2.0%
Lottery - Unrestricted and Instructional Materials		8560	62,171.40	62,171.40	17,007.44	50,341.30	(11,830.10)	-19.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	38,614.90	38,614.90	71,620.90	38,103.71	(511.19)	-1.3%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	434,091.15	434,091.15	723,213.71	680,594.71	246,503.56	56.8%
TOTAL, OTHER STATE REVENUE			595,006.33	595,006.33	834,278.26	835,101.26	240,094.93	40.4%
OTHER LOCAL REVENUE								

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2025-26 Second Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330132126
Form 621
G82JJZCNZT(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	13,353.82	13,353.82	15,561.02	28,531.17	15,177.35	113.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	216,063.75	216,063.75	132,164.90	185,607.00	(30,456.75)	-14.1%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	51,000.00	61,000.00	67,741.94	106,895.69	45,895.69	75.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			280,417.57	290,417.57	215,467.86	321,033.86	30,616.29	10.5%
TOTAL, REVENUES			5,017,968.95	5,027,968.95	2,970,059.63	4,613,650.98		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,393,310.77	1,393,310.78	732,897.58	1,278,352.94	114,957.84	8.3%
Certificated Pupil Support Salaries		1200	183,364.20	183,364.20	105,923.78	184,334.45	(970.25)	-0.5%
Certificated Supervisors' and Administrators' Salaries		1300	141,000.00	141,000.00	86,135.94	144,885.94	(3,885.94)	-2.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,717,674.97	1,717,674.98	924,957.30	1,607,573.33	110,101.65	6.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	298,461.96	334,365.95	176,834.42	313,929.52	20,436.43	6.1%
Classified Support Salaries		2200	20,134.33	20,134.33	22,632.96	41,429.62	(21,295.29)	-105.8%
Classified Supervisors' and Administrators' Salaries		2300	116,822.60	116,822.60	66,089.66	113,172.99	3,649.61	3.1%
Clerical, Technical and Office Salaries		2400	348,317.24	348,317.24	181,254.87	294,863.52	53,453.72	15.3%
Other Classified Salaries		2900	54,633.85	54,633.85	31,603.15	56,109.05	(1,475.20)	-2.7%
TOTAL, CLASSIFIED SALARIES			838,369.98	874,273.97	478,415.06	819,504.70	54,769.27	6.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	328,075.93	328,075.93	167,818.22	298,197.87	29,878.06	9.1%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	89,041.59	91,788.26	50,155.96	86,147.25	5,641.01	6.1%
Health and Welfare Benefits		3401-3402	471,489.52	491,489.52	315,480.04	449,312.06	42,177.46	8.6%
Unemployment Insurance		3501-3502	1,278.03	1,295.97	703.94	1,215.79	80.18	6.2%
Workers' Compensation		3601-3602	6,491.05	6,582.23	0.00	0.00	6,582.23	100.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2025-26 Second Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330132126
Form 621
G82JZCZT(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	8,383.70	8,742.74	8,720.20	12,131.11	(3,388.37)	-38.8%
TOTAL, EMPLOYEE BENEFITS			904,759.82	927,974.65	542,878.36	847,004.08	80,970.57	8.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	21,200.00	21,200.00	0.00	21,200.00	0.00	0.0%
Books and Other Reference Materials		4200	1,500.00	1,500.00	711.87	1,500.00	0.00	0.0%
Materials and Supplies		4300	93,467.00	93,467.00	38,303.96	97,390.00	(3,923.00)	-4.2%
Noncapitalized Equipment		4400	38,090.05	38,090.05	120.72	38,090.05	0.00	0.0%
Food		4700	145,878.88	145,878.88	74,897.27	150,021.79	(4,142.91)	-2.8%
TOTAL, BOOKS AND SUPPLIES			300,135.93	300,135.93	114,033.82	308,201.84	(8,065.91)	-2.7%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	8,099.00	8,099.00	779.79	8,099.00	0.00	0.0%
Dues and Memberships		5300	13,398.09	13,398.09	9,651.90	12,710.09	688.00	5.1%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,000.00	3,000.00	5,891.05	7,985.00	(4,985.00)	-166.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	348,800.00	348,800.00	392,383.46	346,300.00	2,500.00	0.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	941,419.25	942,045.28	514,832.97	896,523.60	45,521.68	4.8%
Communications		5900	29,627.62	29,627.62	20,057.54	29,591.61	36.01	0.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,344,343.96	1,344,969.99	943,596.71	1,301,209.30	43,760.69	3.3%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	26,824.58	26,824.58	16,205.18	26,567.66	256.92	1.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			26,824.58	26,824.58	16,205.18	26,567.66	256.92	1.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			5,132,109.24	5,191,854.10	3,020,086.43	4,910,060.91		

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2025-26 Second Interim
 Charter Schools Enterprise Fund
 Expenditures by Object

19647330132126
 Form 621
 G82JJZCNZT(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	(.01)	(.01)	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	(.01)	(.01)	New
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	(.01)		

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2025-26 Second Interim
Charter Schools Enterprise Fund
Restricted Detail

19647330132126
Form 621
G82JJZCNZT(2025-26)

Resource	Description	2025-26 Projected Totals
Total, Restricted Net Position		0.00

Coversheet

YPICS Safe and Secure Learning Environment for All Students Policy Update

Section: V. Items Scheduled For Action
Item: C. YPICS Safe and Secure Learning Environment for All Students Policy Update
Purpose: Vote
Submitted by:
Related Material:
Board Brief- YPICS Safe and Secure Learning Environment for All Students Update.pdf
Safe and Secure Learning Environment for All Students.pdf



February 27, 2026

To: YPICS Board of Directors

From: Ruben Dueñas, Chief Operations Officer

Re: YPICS Safe and Secure Learning Environment for All Students Update

Background

AB 49 (2025) strengthened protections for students and school communities related to immigration enforcement on school campuses. Under AB 49, schools cannot allow immigration enforcement officers into nonpublic areas of a school site unless they present a valid judicial warrant, judicial subpoena, or court order.

In addition, AB 49 requires that all schools, including charter schools, adopt or update policies in accordance with this law by March 1, 2026.

Recommendation

Approve the updated policy which has been written based on the model policies provided by the California Attorney General. Items that have been updated are highlighted in yellow. All of the appendices are new.



YPI CHARTER SCHOOLS

YPICS Policy: Safe and Secure Learning Environment for All Students

Policy Statement 1: Gathering and Handling Student and Family Information

Collecting and Retaining Student Information

- The YPI Charter Schools (YPICS) shall maintain in writing YPICS policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures
- If the YPI Charter Schools possess information that could indicate immigration status, citizenship status, or national origin information, the YPICS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, the YPICS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- The YPI Charter Schools shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

- YPI Charter Schools personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
- Where any law contemplates submission of national origin information to satisfy the requirements of a special program, YPICS personnel shall solicit the documentation or information separately from the school enrollment process.
- Where permitted by law, the Director of the YPICS school shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs. Those alternative means shall include, among them, documentation or information that is available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

- Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law of this policy, the YPICS' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries about Social Security Numbers or Cards

- The YPICS shall not solicit or collect entire Social Security numbers or cards.
- The YPICS shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.
- When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the YPICS shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- The YPICS shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Policy Statement 2: Sharing Student and Family Information

Procedures Regarding Information Sharing

- The YPICS shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with the Family Educational Rights and Privacy Act (FERPA).
- YPICS personnel shall take the following action steps upon receiving all information requests related to a student's or family's immigration or citizenship status:
 - Notify a designated YPICS official about the information request.
 - Provide students and families with appropriate notice and a description of the immigration officer's request.
 - Document any verbal or written request for information by immigration authorities.
 - Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.
- Except for investigations of suspected child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, the YPICS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- The YPICS shall make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only.
- The YPICS request for written parental, guardian, or eligible student consent for release of student information must include the following information: (1) the signature and date of the parent, guardian,

or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. The YPICS shall permanently keep the consent notice with the record file.

- The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, the YPICS shall not release the information.
- If the request seeks information regarding an employee or teacher of the local educational agency, the same procedures as above should be followed, except that human resources personnel (a designated person) should be consulted first.
- For any requests for information, the local educational agency is under no obligation to produce the records or information immediately. Rather, the local educational agency should note any designated date for production of records, if one is indicated in the request, and convey that to a designated person at the agency. The agency should designate a contact person to whom such requests for information should be directed.
- The local educational agency should obtain the contact information of the person to whom a response to the request for information should be directed and forward such contact information to the person the agency has designated to receive such requests.

Annual Information Notice to Parents and Guardians

General Information Policy

- The YPICS must provide an annual notice to parents and guardians of the school's general information policies that includes:
 - Assurances that the YPICS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
 - A description of the types of student records maintained by the YPICS.
 - A list of the circumstances or conditions under which the YPICS might release student information to outside people or entities.
 - A statement that, unless the [local educational agency] is providing directory information or information permitted to be disclosed without parental consent under FERPA and the California Education Code, the [local educational agency] shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.
 - Even for those exceptions that permit the release of education records without parental consent, the agency is required to notify the student and their family unless an exception exists. The agency's policy should explain these exceptions that do not require prior notification.

Directory Information Policy

- If the YPICS decides to release directory information, the YPICS shall provide an annual notice to parents and guardians, and “eligible students” in attendance, of the YPICS’ directory information policy that includes:
 - The categories of information that the YPICS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
 - A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the YPICS receives consent as required under state law).
 - The recipients of the directory information.
 - A description of the parent’s or guardian’s abilities to refuse release of the student’s directory information, and how to refuse release.
 - The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

Policy Statement 3: Responding to Requests for Access to School Grounds for Immigration Enforcement Purposes

Monitoring and Receiving Visitors onto Campus

- No outsider – which would include immigration-enforcement officers – shall enter or remain on school grounds of the YPICS during school hours without having registered with the Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Director or designee:
 - Name, address, occupation;
 - Age, if less than 21;
 - Purpose for entering school grounds;
 - Proof of identity; and
 - Any other information as required by law.
- The YPICS shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school’s activities, consistent with local circumstances and practices.
- The YPICS shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.
- YPICS personnel shall report entry by immigration enforcement officers to any on-site school police, security officers, or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Responding to On-Campus Immigration Enforcement

- As early as possible, YPICS personnel shall notify the Executive Director, Director of the school, or designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).
- In addition to notifying the Executive Director, Director of the school, or designated administrator, YPICS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:
 1. Advise the officer before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or Director of the school.
 2. Ask to see, and make a copy of or note, the officer’s credentials (name and badge number). Also ask for and copy or note the phone number of the officer’s supervisor.
 3. Ask the officer for his/her reason for being on school grounds and document it.
 4. Ask the officer to produce any documentation that authorizes school access.
 5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
 6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, YPICS personnel should comply with the officer’s orders and immediately contact the Executive Director, Director of the school or designated administrator.
 7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer’s documentation. If the immigration-enforcement officer has:
 - a. **an ICE (Immigrations and Customs Enforcement) administrative warrant (see Appendix B) YPICS personnel shall inform the officer that they cannot consent to any request without first consulting with the YPICS Legal counsel or Executive Director.**
 - b. **a federal judicial warrant (search-and-seizure warrant or arrest warrant; see Appendix C & D), prompt compliance with such a warrant is usually legally required. If feasible, consult with the the YPICS Legal counsel or Executive Director before providing the agent access to the person or materials specified in the warrant.**
 - c. **a subpoena for production of documents or other evidence (see Appendix E & F), immediate compliance is not required. Therefore, the YPICS personnel shall inform the YPICS legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.**
 8. **While YPICS personnel should not consent to an officer seeking access for immigration enforcement purposes, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, YPICS personnel shall document their actions while on campus and if feasible, accompany them at all times.**
 9. After the encounter with the officer, YPICS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer’s credentials and contact information;

- b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. YPICS personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent.
10. YPICS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the YPICS' legal counsel or Executive Director or Director of the school.
 11. In turn, the YPICS' legal counsel or Executive Director or Director of the school shall submit a timely report to the YPICS governing board regarding the officer's requests and actions and the YPICS' responses.
 12. E-mail the *Bureau of Children's Justice* in the *California Department of Justice* at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Parental Notification of Immigration-Enforcement Actions

- YPICS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.
- YPICS personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless such access complies with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Policy Statement 4: Responding to the Detention or Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

- The YPICS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.
- The YPICS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.
 - The YPICS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.

- The YPICS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.
- In the event a student's parent/guardian has been detained or deported by federal immigration authorities, the YPICS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the YPICS shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The YPICS shall only contact Child Protective Services if the YPICS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Policy Statement 5: Responding to Hate Crimes and Bullying Related to National Origin or Ethnicity

Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

- The YPICS shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying based on a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated into the student's primary language if at least 15 percent of the students in the school speak a primary language other than English.
- The YPICS shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.
 - This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney **(General See Appendix G)**.
 - The YPICS shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

- The YPICS shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:
 - Disability
 - Gender
 - Gender identity
 - Gender expression
 - Nationality
 - Race or ethnicity
 - Religion
 - Sexual orientation
 - Association with a person or group with one or more of the Characteristics mentioned above
 - Immigration status

- The complaint process must include, but is not limited to, the following steps:
 - A requirement that if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
 - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the YPI Charter Schools and
 - An appeal process is afforded to the complainant should he or she disagree with the resolution of a complaint.
 - The YPICS shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
 - The YPICS shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

- The YPICS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
- The YPICS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
 - Discuss the varying immigration experiences among members of the student body and school community;
 - Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
 - Identify the signs of bullying or harassing behavior;
 - Take immediate corrective action when bullying is observed and
 - Report incidents to the appropriate authorities, including law enforcement, in instances of criminal behavior.

Approved: February 2026

Appendix B

ICE (Immigrations and Customs Enforcement) “Arrest Warrant” (Form I-200) and “Removal Warrant” (Form I-205)

DEPARTMENT OF HOMELAND SECURITY
U.S. Immigration and Customs Enforcement
WARRANT OF REMOVAL/DEPORTATION

File No: _____
Date: _____

To any immigration officer of the United States Department of Homeland Security:

_____ (Full name of alien)

who entered the United States at _____ on _____
(Place of entry) (Date of entry)

is subject to removal/deportation from the United States, based upon a final order by:

- an immigration judge in exclusion, deportation, or removal proceedings
- a designated official
- the Board of Immigration Appeals
- a United States District or Magistrate Court Judge

and pursuant to the following provisions of the Immigration and Nationality Act:

I, the undersigned officer of the United States, by virtue of the power and authority vested in the Secretary of Homeland Security under the laws of the United States and by his or her direction, command you to take into custody and remove from the United States the above-named alien, pursuant to law, at the expense of:

(Signature of immigration officer)

(Title of immigration officer)

(Date and office location)

ICE Form I-205 (8/07) Page 1 of 2

Appendix C

Federal Search and Seizure Warrant (Form AO 93)

AO 93 (Rev. 11/13) Search and Seizure Warrant

UNITED STATES DISTRICT COURT
for the

In the Matter of the Search of _____)
(Briefly describe the property to be searched)
or identify the person by name and address) Case No. _____)
))
))

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the _____ District of _____
(identify the person or describe the property to be searched and give its location):

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property described above, and that such search will reveal *(identify the person or describe the property to be seized):*

YOU ARE COMMANDED to execute this warrant on or before _____ *(not to exceed 14 days)*
 in the daytime 6:00 a.m. to 10:00 p.m. at any time in the day or night because good cause has been established.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to _____
(United States Magistrate Judge)

Pursuant to 18 U.S.C. § 3103a(b), I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized *(check the appropriate box)*
 for _____ days *(not to exceed 30)* until, the facts justifying, the later specific date of _____.

Date and time issued: _____
_____ *Judge's signature*

City and state: _____
_____ *Printed name and title*

Appendix E

DHS Immigration Enforcement Subpoena (Form I-138)

1. To (Name, Address, City, State, Zip Code)	DEPARTMENT OF HOMELAND SECURITY IMMIGRATION ENFORCEMENT SUBPOENA to Appear and/or Produce Records 8 U.S.C. § 1225(d), 8 C.F.R. § 287.4
Subpoena Number	
2. In Reference To	
_____ (Title of Proceeding) (File Number, if Applicable)	
By the service of this subpoena upon you, YOU ARE HEREBY SUMMONED AND REQUIRED TO:	
(A) <input type="checkbox"/> APPEAR before the U.S. Customs and Border Protection (CBP), U.S. Immigration and Customs Enforcement (ICE), or U.S. Citizenship and Immigration Services (USCIS) Official named in Block 3 at the place, date, and time specified, to testify and give information relating to the matter indicated in Block 2.	
(B) <input checked="" type="checkbox"/> PRODUCE the records (books, papers, or other documents) indicated in Block 4, to the CBP, ICE, or USCIS Official named in Block 3 at the place, date, and time specified.	
Your testimony and/or production of the indicated records is required in connection with an investigation or inquiry relating to the enforcement of U.S. immigration laws. Failure to comply with this subpoena may subject you to an order of contempt by a federal District Court, as provided by 8 U.S.C. § 1225(d)(4)(B).	
3. (A) CBP, ICE or USCIS Official before whom you are required to appear	(B) Date
Name	(C) Time <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.
Title	
Address	
Telephone Number	
4. Records required to be produced for inspection	
If you have any questions regarding this subpoena, contact the CBP, ICE, or USCIS Official identified in Block 3.	5. Authorized Official
	_____ (Signature)
	_____ (Printed Name)
	_____ (Title)
	_____ (Date)

DHS Form I-138 (6/09)

Appendix G

Know Your Educational Rights

Immigration Enforcement Actions at California TK-12 Schools Guide for Students and Families December 2025

Your Child Has the Right to a Free Public Education

All children have a right to equal access to free public education, regardless of their or their parents'/ guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family Safety Plans if you are Detained or Deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice
California Attorney General's Office
P.O. Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov
<https://oag.ca.gov/bcj/complaint>

Coversheet

Regional Placement Center Program: Partnership with Expatiate

Section: V. Items Scheduled For Action
Item: D. Regional Placement Center Program: Partnership with Expatiate
Purpose: Vote
Submitted by:
Related Material: Board_Summary_-_RPP.docx__1_.pdf
RPP__MOU_-_YPI.pdf



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. Expatriate provides those on their own campus. Expatriate 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.



Memorandum of Understanding

Expatriate 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 Expatriate

Health Aide: As Needed

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

Expatriate'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



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

Sending Schools Responsibilities

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

Fiscal

- Per Student Fee placed in the classroom to Expatriate: 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 Expatriate 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

Coversheet

Recommendation to approve Larson Communications Proposal

Section: V. Items Scheduled For Action
Item: E. Recommendation to approve Larson Communications Proposal
Purpose: Vote
Submitted by:
Related Material:
LC -- Youth Policy Institute Charter Schools (YPICS) -- 03.01.26-06.30.26 -- FINAL -- unsigned.pdf



PROFESSIONAL SERVICES RETAINER AND CONFIDENTIALITY AGREEMENT

This Independent Contractor Agreement (“Agreement”) is entered into beginning March 1, 2026, by and between Larson Communications (“Larson”) and Youth Policy Institute Charter Schools with respect to the following facts:

RECITALS

- A. Youth Policy Institute Charter Schools is a non-profit entity qualified to do business under the laws of the State of California.
- B. Larson is engaged in the business of communications and wishes to provide services to Youth Policy Institute Charter Schools.
- C. Youth Policy Institute Charter Schools wishes to retain Larson on a non-exclusive basis to provide services to Youth Policy Institute Charter Schools pursuant to the terms and conditions set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual covenants in this Agreement and for other good and valuable consideration, it is agreed as follows:

1. Term and Termination.

The term of the Agreement shall commence on March 1, 2026 and end on June 30, 2026.

2. Duties.

Larson is engaged as a communications consultant, on a non-exclusive basis to Youth Policy Institute Charter Schools.

Larson shall have the right to provide its services to any other company or entity, provided that such activities do not interfere with the performance of Larson’s duties hereunder and such services do not conflict with Youth Policy Institute Charter Schools’s interests or the interests of Youth Policy Institute Charter Schools’s clients.

Youth Policy Institute Charter Schools shall have no right to control the manner or the means by which Larson performs services for Youth Policy Institute Charter Schools. Youth Policy Institute Charter Schools shall not be required to make available to Larson any facilities or equipment.

The specific duties and services of Larson are outlined as follows:

- Digital Enrollment Services

Any additional duties or responsibilities asked of Larson by Youth Policy Institute Charter Schools may be separately scoped at both Youth Policy Institute Charter Schools’s and Larson’s agreement.

Larson shall communicate with Executive Director, Yvette King-Berg, or her Youth Policy Institute Charter Schools-specified designee(s), for all purposes related to this Agreement.

Upon written approval from Youth Policy Institute Charter Schools, Larson may hire or contract with other people to fulfill the obligations under this Agreement, as Larson deems necessary. Larson understands, however, that this Agreement is with Larson alone, and that Larson is solely responsible to see that its terms are met. Larson is solely responsible, also, for payments to anyone else with whom Larson hires or with whom Larson may contract.

3. Compensation.

Larson and Youth Policy Institute Charter Schools agree that this Agreement is adequately supported by the material covenants and agreements expressed herein.

Youth Policy Institute Charter Schools shall pay Larson a minimum monthly amount for services known as the monthly retainer. The purpose of the monthly retainer is to provide discounted professional services in exchange for a commitment from Youth Policy Institute Charter Schools to a minimum discounted monthly fee. The monthly retainer is due on the beginning of each month, in advance of that month, beginning on March 1, 2026, with the final payment on June 1, 2026. The monthly retainer will be \$10,000.00 per month. Payment shall be submitted to Larson upon e-mail receipt of invoice at the end of each month either through ACH deposit or to:

Larson Communications
Attn: Gary L. Larson
32158 Camino Capistrano
Suite A-108
San Juan Capistrano, CA 92675

A late payment fee of 1.5% per month will be charged on all unpaid balances over 60 days from the date of the invoice.

All Ad spend is charged separately from Larson's monthly retainer. Ad spend is paid by Youth Policy Institute Charter Schools directly to the advertising network(s). Youth Policy Institute Charter Schools is responsible for defining their monthly ad spend budget during the onboarding process, but Larson recommends monthly ad spend by Youth Policy Institute Charter Schools of \$3,000.00-\$4,000.00. Upon agreement of the monthly ad spend budget between Youth Policy Institute Charter Schools and Larson, any changes or modifications to this agreed budget must be communicated and confirmed in writing.

4. Expenses.

It is understood and acknowledged by the parties that Larson, in connection with the services to be performed by Larson for Youth Policy Institute Charter Schools, may be authorized by Youth Policy Institute Charter Schools to expend monies for business expenses. It is expressly acknowledged that Larson shall bear all such expenses, and that Larson shall be entitled to reimbursement or allowance for expenses authorized by Youth Policy Institute Charter Schools, with Youth Policy Institute Charter Schools's advanced approval.

5. Confidential Information.

Youth Policy Institute Charter Schools's Confidential Information includes but is not limited to: trade secrets, inventions, Youth Policy Institute Charter Schools's business development activities, proprietary information, personal information about Youth Policy Institute Charter Schools, their business, business model, customers, suppliers, vendors, clients and employees not being generally known to the public. Larson acknowledges that many aspects of the business and affairs of Youth Policy Institute Charter Schools are confidential and that Larson heretofore had or will have access to certain commercial and other confidential, private information relating to or concerning Youth Policy Institute Charter Schools. Larson acknowledges that all Confidential Information is exclusively owned and controlled by Youth Policy Institute Charter Schools.

Larson expressly agrees that it shall not, directly or indirectly, verbally or otherwise, either during or after the performance of services for Youth Policy Institute Charter Schools, disclose, publish, reveal, disseminate, or cause to be disclosed, published, revealed, or disseminated, without the prior express written consent of Youth Policy Institute Charter Schools any Confidential Information whatsoever.

Larson acknowledges and agrees that any disclosure of Confidential Information will cause irreparable harm to Youth Policy Institute Charter Schools and that these damages are not susceptible to measurement. In the event of a breach or threatened breach of this Agreement, Larson and Youth Policy Institute Charter Schools hereby agree that any remedy at law for any breach or threatened breach of this Agreement will be inadequate and, accordingly, each party hereby stipulates that Youth Policy Institute Charter Schools is entitled to obtain injunctive relief for any such breaches or threatened breaches, without the need to prove actual damages or for the posting of a bond or other undertaking.

Larson understands that this Confidential Information provision is a material term of this Agreement and any breach of this provision shall be considered a material breach and shall survive termination of the Agreement. Within 24 hours after termination of this Agreement or within 24 hours after any notice of termination of this Agreement is given, Larson shall return all Confidential Information, Youth Policy Institute Charter Schools Property and/or Proprietary Information to Youth Policy Institute Charter Schools.

6. Ownership of Inventions.

Larson agrees to communicate to Youth Policy Institute Charter Schools as promptly and fully as practicable all Inventions conceived or deduced at any time during its relationship with Youth Policy Institute Charter Schools. Larson hereby assigns to Youth Policy Institute Charter Schools and/or its nominees all right, title and interest in such Inventions, and all right, title and interests in any patents, copyrights, patent applications, or copyright applications based thereon. Larson will assist Youth Policy Institute Charter Schools and/or its nominees at any time and in every proper way to obtain for its and/or their own benefit, patents and copyrights for all such Inventions anywhere in the world and to enforce its and/or their rights in legal proceedings.

7. Independent Contractor Status.

Larson is retained by Youth Policy Institute Charter Schools only for the purposes and to the extent set forth in this Agreement, and Larson's relationship to Youth Policy Institute Charter Schools shall be that of an independent contractor. Larson shall be free to dispose of such portion of Larson's entire time, energy and skill during regular business hours, as Larson is not obligated to devote hereunder to Youth Policy Institute Charter Schools, in such manner as Larson sees fit, and to such person, firm or entity as Larson deems advisable. Larson shall not be considered under this Agreement as having employee status or as being entitled to participate in any plans, arrangements or distributions by Youth Policy Institute Charter Schools pertaining to or in connection with any pension, stock, bond or profit sharing plan or any other similar fringe benefit for Youth Policy Institute Charter Schools's regular employees. The relationship between Larson and Youth Policy Institute Charter Schools is that of independent contractor under a "work for hire" arrangement.

All work product developed by Larson shall be deemed owned and assigned to Youth Policy Institute Charter Schools. This Agreement is not authority for Larson to act for Youth Policy Institute Charter Schools as its agent or make commitments for Youth Policy Institute Charter Schools. Larson will not be eligible for any employee benefits, nor will Youth Policy Institute Charter Schools make deductions from fees to the consultant for taxes, insurance, bonds or the like. Larson retains the discretion in performing the tasks assigned, within the scope specified.

8. Conduct by Larson.

Larson agrees to conduct Larson's business in a reputable manner and agrees to comply with all federal, state and municipal laws, rules and regulations. Larson, or anyone engaged directly or indirectly by Larson, shall have all required permits, licenses and government approvals from the appropriate jurisdiction necessary to perform the services. Larson, or anyone engaged directly or indirectly by Larson, shall not act inappropriately, including but not limited to, giving gifts or seeking or giving favors to or from Youth Policy Institute Charter Schools's employees. Larson shall notify Youth Policy Institute Charter Schools if it becomes aware of any inappropriate act, or activities beyond the scope of the services contemplated by this Agreement, of its employees or others directly or indirectly engaged by it, or Youth Policy Institute Charter Schools's employees.

9. Conduct by Youth Policy Institute Charter Schools.

Larson appreciates the opportunity to serve Youth Policy Institute Charter Schools. Larson expects that Youth Policy Institute Charter Schools recognizes the substantial investment in recruiting and training its team to properly and effectively serve Youth Policy Institute Charter Schools. In order to protect that investment, Youth Policy Institute Charter Schools agrees that during the term of this Agreement and for a period of one year following the termination of this Agreement, Youth Policy Institute Charter Schools shall not induce any employee to terminate his or her employment with Larson in order to work, either directly or indirectly, for or on behalf of Youth Policy Institute Charter Schools.

10. Taxes.

Larson acknowledges that no federal or state withholding taxes, FICA, SDI, or other employee payroll taxes or deductions are made with respect to compensation paid to Larson pursuant to this Agreement. Larson is responsible for all such taxes, and agrees to report for federal and state income all such compensation, and to pay all taxes due thereon and to indemnify, defend and hold Youth Policy Institute Charter Schools harmless in the event that any claims made by any taxing authority, by reason of Larson's failure to properly pay any and all taxes which are due in relation to the services provided pursuant to this Agreement.

11. Indemnification.

Larson indemnifies and holds harmless Youth Policy Institute Charter Schools, their officers, directors, employees and counsel, from and against any and all liabilities, losses, damages, claims, causes of action, judgments, suits, penalties, and any connected expenses (including reasonable attorneys' fees) that are caused, directly or indirectly, by or as a result of the performance by Larson or its employees or agents of the services provided pursuant to this Agreement, provided that nothing herein shall be construed to require Larson to indemnify Youth Policy Institute Charter Schools from or against the negligent acts of Youth Policy Institute Charter Schools or its employees.

Youth Policy Institute Charter Schools indemnifies and holds harmless Larson, their officers, directors, employees, agents and counsel, from and against any and all liabilities, losses, damages, claims, causes of action, judgments, suits, penalties, and any connected expenses (including reasonable attorneys' fees) that are caused, directly or indirectly, by or as a result of the performance by Larson or its employees or agents of the services provided pursuant to this Agreement, provided that nothing herein shall be construed to require Youth Policy Institute Charter Schools to indemnify Larson from or against the negligent acts of Larson or its employees. This paragraph 11, Indemnification, shall survive termination of the Agreement.

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12. Licenses and Insurance.

As an independent contractor, Larson shall be solely responsible for determining and obtaining all personal or business licenses and insurance necessary for Larson to lawfully and safely perform the duties contemplated hereunder, including without limitation general liability insurance, errors and omissions insurance, professional liability insurance, medical insurance, disability insurance, workers' compensation insurance, business tax license and driver's license as needed.

Prior to the beginning, and throughout the duration of services to be performed, or as otherwise provided herein, Larson shall, at its expense, procure and maintain the following minimum levels of coverage:

Commercial General Liability Insurance which shall be written on an occurrence basis and be at least as broad as the latest version of ISO form CG 00 01 with limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate for claims against bodily injury, personal and advertising injury, and property damage, including products-completed operations. Such policy shall include Contractual Liability coverage and shall be endorsed to include Youth Policy Institute Charter Schools, its directors, officers, employees, agents, and volunteers as additional insureds on all primary and excess policies. Youth Policy Institute Charter Schools shall be named as an additional insured under each such policy on a primary non-contributory basis including a waiver of subrogation. Copies of all such policies of insurance (or Certificates, therefore) maintained by Larson shall be delivered to Youth Policy Institute Charter Schools prior to the start of the agreement at Youth Policy Institute Charter Schools's written request.

Errors and Omissions Insurance with limits not less than \$1,000,000 per claim and \$2,000,000 annual aggregate.

Workers' Compensation Insurance with statutory limits, and Employer's Liability Insurance with limits of not less than \$1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of the Company, its directors, officers, employees, agents, and volunteers.

13. General Terms and Conditions.

This Agreement constitutes the entire agreement between Larson and Youth Policy Institute Charter Schools. No amendment or modification of this Agreement shall be effective unless executed in writing by both Youth Policy Institute Charter Schools and Larson.

This Agreement shall not be assigned without the prior written consent of Youth Policy Institute Charter Schools.

This Agreement may be amended, modified or supplemented only by a writing executed by each of the parties, and executed by Youth Policy Institute Charter Schools. Either party may in writing waive any provision of this Agreement to the extent such provision is for the benefit of the waiving party. No waiver by either party of a breach of any provision of this Agreement shall be construed as a waiver of any subsequent or different breach, and no forbearance by a party to seek a remedy for noncompliance or breach by the other party shall be construed as a waiver of any right or remedy with respect to such noncompliance or breach.

In the event that Larson believes that Youth Policy Institute Charter Schools is in breach of this Agreement, Larson shall give written notice of the alleged breach to Youth Policy Institute Charter Schools and Youth Policy Institute Charter Schools shall have twenty days to cure any breach.

If any provision of this Agreement is determined to be invalid, unenforceable or void, the remainder of this Agreement shall remain in full force and effect.

The prevailing party in any proceeding brought to enforce, interpret or apply any provision of this Agreement, shall be entitled to recover all costs and expenses of the proceeding and investigation, including its actual attorneys' fees.

The undersigned persons are authorized by the parties hereto sign this agreement and have read and fully understand the foregoing and it is their intent to be bound by the terms and conditions hereof:



Gary L. Larson
President
Larson Communications

Yvette King-Berg
Executive Director
Youth Policy Institute Charter Schools