

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday August 31, 2026 at 6:00 PM PDT

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 (3) YPICS schools or via the Zoom link below:

<https://us06web.zoom.us/j/83257262192>

Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	
B. Call the Meeting to Order		Mary Keipp	
C. Additions/Corrections to Agenda		Mary Keipp	1 m

	Purpose	Presenter	Time
D. Approval of June 29, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
E. Approval of June 29, 2026 Public Board Hearing 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

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, please follow these instructions:

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a "Request to Address the Board" (on an agenda item or non-

	Purpose	Presenter	Time
	agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:		
	2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.		
	3. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. The form link is: https://bit.ly/YPICSSpeakercard .		
	4. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.		
	5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.		
	6. Speakers should rename their Zoom profile with their real name to expedite this process.		
	7. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.		
	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		

	Purpose	Presenter	Time
	info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.		
B. Public Hearings	Discuss	Mary Keipp	15 m
1. Independent Study – California Education Code (EC) Section 51747: The Board will encourage participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at YPI Charter Schools for the 2026-2027 school year. 2. Sufficiency of Instructional Materials - Education Code (EC) Section 60119: The Board will encourage participation from parents, teachers and community members regarding the sufficiency of textbooks and instructional materials for each student. 3. Comprehensive School Safety Plan - Education Code (EC) Section 46393: The Board will encourage participation from parents, teachers and community members regarding the Comprehensive School Safety Plan, which complies with EC § 32282, including the required instructional continuity provisions.			

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7. After the comment has been given, the microphone for the speaker's Zoom profile will be muted.

	Purpose	Presenter	Time
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The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Executive Director Yvette King-Berg at (818) 305-2791, or Chief Operating Officer Ruben Duenas at (818) 401-4770.

III. Items Scheduled for Information 6:18 PM

A.	Board Committee Updates	FYI	Committee Chairs	5 m
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1. Board Academic Committee update presented by Committee Chair, Cesar Lopez

2. Board Finance Committee update presented by Committee Chair, Michael Green

3. AD HOC Governance Board Selection Committee update presented by Committee Chair, Mary Keipp

B.	Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
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C.	Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
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D.	Bert Corona Charter High School Executive Administrator's Report	FYI	Max Garcia	2 m
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E.	YPICS Chief Operations Officer's Report	FYI	Ruben Duenas	2 m
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F.	YPICS Executive Director Report	FYI	Yvette King-Berg	2 m
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IV. Consent Agenda Items 6:33 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

	Purpose	Presenter	Time	
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	1 m
1. Recommendations to approve final staff rosters and employee contracts for BCCS, MORCS, and BCCHS for the 2026-2027 school year.				
2. Recommendation to approve 2026-2027 Parent Involvement Policies for Bert Corona Charter School, Bert Corona Charter High, and Monseñor Oscar Romero Charter School, and the YPICS Student Handbook.				
Items Scheduled For Action				6:39 PM
A.	Recommendation to approve Board Candidate Dr. Tony Jake to the Board of Trustees	Vote	Yvette King-Berg	5 m
This is a recommendation from administration to approve Board Candidate Dr. Tony to the YPICS Board of Trustees for a three-year term beginning September 2026 and expiring June 30, 2029.				
B.	Recommendation to approve the YPICS Independent Study Agreement for 2026-2027			5 m
This is recommendation from administration to approve the YPICS Independent Study Agreement for 2026-2027 school year.				
C.	Recommendation to approve Resolution #2026-0831-01: Sufficiency of Instructional Materials	Vote	Yvette King-Berg	2 m
This is a recommendation to from administration to approve Board Resolution #2026-0831-01: Sufficiency of Instructional Materials.				
D.	Recommendation to Approve the YPICS Comprehensive School Safety Plan	Vote	Yvette King-Berg	2 m
This is a recommendation from administration to approve the YPICS Comprehensive School Safely Plan.				
E.	Recommendation to Approve Revised YPI Charter Schools Student Smartphone Policy	Vote	Yvette King-Berg	3 m
This is a recommendation from administration to approve the revised YPI Charter Schools Student Smartphone Policy pursuant to the Phone-Free School Act (AB3216).				

	Purpose	Presenter	Time
F. YPICS FY25-26 June Financials	Vote	Irina Castillo	5 m
This is a recommendation from administration to approve the YPICS June 2026 financials and check registers as submitted.			
G. YPICS FY25-26 Unaudited Financials	Vote	Irina Castillo	5 m
This is a recommendation from administration to approve the fiscal year 2025-2026 Unaudited Financials.			
H. YPICS FY25-26 Prop 28 Reports	Vote	Irina Castillo	5 m
This is a recommendation from administration to approve the fiscal year 2025-2026 Prop 28 Reports.			

VI. Announcements 7:11 PM

A. Next Board Meeting	FYI	Yvette King-Berg	2 m
The next YPICS Regular Board Meeting is scheduled for September 28, 2026 in the Conference Room of the Learning & Support Center Office and via Zoom.			

B. Future Board Meetings

- September 28, 2026
- November 9, 2026
- December 7, 2026
- February 1, 2027
- March 1, 2027
- March 29, 2027
- April 26, 2027
- May 17, 2027
- June 14, 2027
- June 28, 2027

VII. Closing Items 7:13 PM

A. Adjourn Meeting	Vote	Mary Keipp
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Coversheet

Approval of June 29, 2026 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of June 29, 2026 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on June 29, 2026

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday June 29, 2026 at 6:30 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/81369704903>

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

Trustees Present

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

Trustees Absent

S. Mendoza

Trustees who arrived after the meeting opened

D. Cho

Guests Present

Berenice Vidana, Staff, D. Rios (remote), Erin Castillo, Staff, F. Zepeda, I. Castillo, J. Osorio, K. Gamez (remote), K. Myers, M. Garcia, Maria Contreras, Staff, N. Garcia (remote), Roberto Perez, Staff, Sherri Preston, Staff, 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 Jun 29, 2026 at 6:28 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of June 8, 2026 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 06-08-26.

M. Green seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

The Board Committees did not have updates to report out.

B. Bert Corona Charter School Executive Administrator's Report

Dr. Kevin Myers reported the school's CAASPP scores were in and 35% of students met or exceeded the standards in ELA.

iReady growth with reading came in at 147% typical growth median and with 62% of students meeting their typical growth. The 7th graders stood out with 197% typical growth and 68% of students meeting their typical. The school's other student groups, including students with disabilities, English Learners, and socioeconomically disadvantaged, all performed well; English Learners even outpaced the growth of the general population.

iReady growth in math, the school also met our goals for all student groups. The school achieved 100% typical growth, and 52% of students met their typical growth. Additionally, all of the student subgroups, including English Learners, students with special needs, and socioeconomically disadvantaged students, exceeded their typical growth goals as a group. Students with special needs showed especially strong growth in math, achieving 146% typical growth!

In closing out the year, the school had all but five (5) 8th grade scholars participate in the culmination ceremony, meaning 96% of the 8th graders met the academic, attendance, and behavior requirements to participate.

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

Freddy Zepeda reported the school's CAASPP scores were in the school saw 3-5% growth with 33% in math overall.

To close out the year, a variety of events and activities were held to celebrate student accomplishments and recognize the hard work, growth, and dedication demonstrated throughout the year. In addition, a MORCS hosted a successful outreach event where 40 families attended. Families shared positive feedback and expressed appreciation for the opportunity to meet the teachers and staff and engage.

D. Cho arrived at 6:37 PM.

IV. Consent Agenda Items

A. Background

B. Consent Items

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

D. Cho Aye

M. Keipp Abstain

C. Lopez Aye

S. Mendoza Absent

M. Green Aye

V. Items Scheduled For Action

A. FY 25-26 YPICS May Financials

M. Green made a motion to approve the YPICS May 2026 financials and check registers as submitted.

D. Cho seconded the motion.

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

Roll Call

M. Keipp Abstain

M. Green Aye

S. Mendoza Absent

C. Lopez Aye

D. Cho Aye

B. 26-27 YPICS Local Control Accountability Plans (LCAPS)

M. Green made a motion to approve the FY26-27 Local Control Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

D. Cho seconded the motion.

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

Roll Call

C. Lopez Aye

S. Mendoza Absent

D. Cho Aye

M. Keipp Abstain

M. Green Aye

C. FY 26-27 YPICS Consolidated Application for Funding

C. Lopez made a motion to approve the FY26-27 Consolidated Applications for Funding (Con Apps) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

M. Green seconded the motion.

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

Roll Call

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

D. FY 26-27 YPICS EPA Spending Plan

M. Green made a motion to approve the FY26-27 EPA Spending Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

D. Cho seconded the motion.

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

Roll Call

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

E. YPICS Teacher/Counselor Salary Table and FY 26-27 Work Calendar

M. Green made a motion to approve the updated YPICS Teacher/Counselor Salary Table with a 3.3% table increase and the FY26-27 work calendar with 192 working days.

C. Lopez seconded the motion.

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

Roll Call

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

F. FY 26-27 YPICS Local Indicators

C. Lopez made a motion to approve the FY26-27 Local Indicators for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

D. Cho seconded the motion.

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

Roll Call

M. Keipp Abstain
 S. Mendoza Absent
 D. Cho Aye

Roll Call

M. Green Aye
 C. Lopez Aye

G. FY26-27 YPICS Budget

C. Lopez made a motion to approve the FY26-27 Budgets for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.
 M. Green seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

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

H. FY25-26 LAUSD Oversight Visits

C. Lopez made a motion to receive and file the FY25-26 LAUSD Oversight reports for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.
 D. Cho seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

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

I. Banc of California Certificate of Deposit

C. Lopez made a motion to authorize the renewal of the school's maturing Certificate of Deposit (CD) with Banc of California for a new 13-month term at a negotiated, above-market rate of 3.75% APY.
 D. Cho seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

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

J.

CalSTRS Requirements - Updated YPICS Bylaws, Articles of Incorporation, and Form 0765

C. Lopez made a motion to approve amendments to the YPICS Bylaws and Articles of Incorporation in compliance with IRS Notice 2015-07 and Internal Revenue Code Section 414(d).

M. Green seconded the motion.

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

Roll Call

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

K. SB 760: YPICS All-Gender Restroom Policy

C. Lopez made a motion to approve YPICS Board Policy 2026-0629-01 – All-Gender Restrooms in accordance with California Senate Bill 760 and Education Code mandates.

M. Green seconded the motion.

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

Roll Call

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

L. Board Resolution 2026-0629-03: Bert Corona Charter Renewal Petition

M. Green made a motion to approve Board Resolution No, 2026-0629-03: Resolution to approve and submit the charter renewal petition for Bert Corona Charter School to Los Angeles Unified School District.

D. Cho seconded the motion.

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

Roll Call

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

M. Larson Communications Contract Extension

M. Green made a motion to approve extending the Larson Communications digital student enrollment marketing contract for a duration of six months from July 1 - December 30, 2026.

D. Cho seconded the motion.

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

Roll Call

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

N. YPICS California Community Schools Partnership Program Implementation Plans

D. Cho made a motion to approve the California Community Schools Partnership Program Implementation Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School and Bert Corona Charter High School.

M. Green seconded the motion.

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

Roll Call

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

O. YPICS After School Services - Think Together

C. Lopez made a motion to approve continued after school services with Think Together.

M. Green seconded the motion.

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

Roll Call

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

VI. Announcements

A. Next Board Meeting

The next board meeting will be Monday, August 24, 2026.

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 7:56 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of June 29, 2026 Public Board Hearing Minutes

Section:	I. Opening Items
Item:	E. Approval of June 29, 2026 Public Board Hearing Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Public Hearing: LCAPS on June 29, 2026

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Public Hearing: LCAPS

Date and Time

Monday June 29, 2026 at 6:00 PM

Location

10660 White Oak Avenue, Suite B101, Granada Hills, CA

Trustees Present

C. Lopez, M. Green, M. Keipp

Trustees Absent

D. Cho, S. Mendoza

Guests Present

Berenice Vidana, Staff (remote), D. Rios (remote), Erin Castillo, Staff (remote), F. Zepeda, I. Castillo, J. Osorio, K. Gamez (remote), K. Myers, M. Garcia, Maria Contreras, Staff (remote), N. Garcia (remote), Roberto Perez, Staff (remote), Sherri Preston, Staff (remote), V. Nutt, Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Keipp called a meeting to order on Monday Jun 29, 2026 at 6:15 PM.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Public Hearing

A. Public Hearing 2026-27 LCAP Drafts

The YPICS Board of Trustees invited parents, community members and staff to comment on and present recommendations regarding the Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:27 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Public Hearings

Section: II. Communications

Item: B. Public Hearings

Purpose: Discuss

Submitted by:

Related Material:

Notice of Public Hearing Independent Study 2026 0831.pdf

Notice of Public Hearing Sufficiency of Textbooks and Instructional Materials 2026 0831.pdf

Notice of Public Hearing YPICS Comprehensive Safety Plan 2026 0831.pdf



Notice of Public Hearing Independent Study Agreement

The YPI Charter Schools (YPICS) will conduct a Public Hearing on Monday, August 31, 2026, at 6:00 P.M. in the YPICS LSC Office Conference Room and remotely via Zoom meeting:

August 31, 2026 – 6:00 P.M.
YPICS LSC Office Conference Room
10660 White Oak Avenue
Granada Hills, CA 91344
and
Via Zoom: <https://us06web.zoom.us/j/83257262192>

The purpose of the hearing is to present information related to the **Independent Study Agreement** to be utilized at the YPI Charter Schools for the 2026-2027 school year. Encouraging input from parents, teachers and community members prior to Board approval is required by Education Code Section 51747.

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5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Executive Director Yvette King-Berg at (818) 305-2791, or Chief Operating Officer Ruben Duenas at (818) 401-4770.



Notice of Public Hearing

Sufficiency of Textbooks and Instructional Materials

The YPI Charter Schools (YPICS) will conduct a Public Hearing on Monday, August 31, 2026, at 6:00 P.M. in the YPICS LSC Office Conference Room and remotely via Zoom meeting:

August 31, 2026 – 6:00 P.M.
YPICS LSC Office Conference Room
10660 White Oak Avenue
Granada Hills, CA 91344
and

Via Zoom: <https://us06web.zoom.us/j/83257262192>

The purpose of the hearing is to present information in support of the approval of Board Resolution #.2026-0831-01, which attests to the **sufficiency of textbooks and instructional materials** at the YPI Charter schools as required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

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5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Ms. Letty Sepulveda, Bert Corona Charter School Coordinator of Community Schools at (818) 252-5145; Ms. Cynthia Jimenez, Monseñor Oscar Romero Charter School Coordinator of Community Schools at (213) 412-1422; Isis Peña, Bert Corona Charter High School Coordinator of Community Schools at (818) 459-3433. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact either Executive Director Yvette King-Berg at (818) 305-2791, or Chief Operating Officer Ruben Duenas at (818) 401-4770.



Notice of Public Hearing

YPICS Comprehensive School Safety Plan

The YPI Charter Schools (YPICS) will conduct a Public Hearing on Monday, August 31, 2026, at 6:00 P.M. in the YPICS LSC Office Conference Room and remotely via Zoom meeting:

August 31, 2026 – 6:00 P.M.
YPICS LSC Office Conference Room
10660 White Oak Avenue
Granada Hills, CA 91344
and
Via Zoom: <https://us06web.zoom.us/j/83257262192>

The purpose of the hearing is to present information in support of the approval of **the YPICS Comprehensive School Safety Plan** that complies with EC § 32282, including the required instructional continuity provisions.

Instructions for Presentations to the Board by Parents and Citizens

If you wish to make a public comment, please follow these instructions:

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a “Request to Address the Board” (on an agenda item or non-agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:
2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
3. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. <https://forms.gle/2iaU5zJsXCRrbgdj7>
4. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Ms. Letty Sepulveda, Bert Corona Charter School Coordinator of Community Schools at (818) 252-5145; Ms. Cynthia Jimenez, Monseñor Oscar Romero Charter School Coordinator of Community Schools at (213) 412-1422; Isis Peña, Bert Corona Charter High School Coordinator of Community Schools at (818) 459-3433. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact either Executive Director Yvette King-Berg at (818) 305-2791, or Chief Operating Officer Ruben Duenas at (818) 401-4770.

Coversheet

Bert Corona Charter School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	B. Bert Corona Charter School Executive Administrator's Report
Purpose:	FYI
Submitted by:	
Related Material:	26-27 BCCS EA BoD Report (August 31).pdf



Board Report

Dr. Kevin Myers, Executive Administrator

August 31, 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.

Over the summer, our team engaged in our annual strategic planning cycle in preparation for our work this school year.



This process includes data review and deep dive, driving document review (e.g., LCAP and Oversight report), and an analysis of root causes for any gaps or issues found in the data. Using that information, our teams completed logic models that outline their goals and the work that needs to be done to accomplish those goals. The logic models are based on the WASC logic model design, ensuring that our practice is in alignment with research-based practices from the accrediting commission for schools.



During our data dive, our teams identified the following areas of strength, growth areas, and potential equity gaps:

INSTRUCTION		
STRENGTHS	GROWTH AREAS	EQUITY GAPS
-Academic growth for all student groups (iReady and CAASPP) -More co-planning/co-teaching -More regular data analysis and using data to guide instruction (clear process) -Regular coaching and feedback for all teachers -	-Continue to improve data cycle -Coaching and support (monitoring) for resource teachers, including weekly schedules -More collaboration between ELD and Gen Ed. -Clarifying link between UCLA and iReady (learning labs with teachers). -Student engagement through PBL -Early intervention for teachers (non-compliance) -Math Performance tasks -Restructured co-planning time -Service tracking (SPED) -Collaborative group structures	-Student group performance on CAASPP (SPED and ML performance). -8th grade math -6th grade math -Students on modified curriculum (creating and sharing resources)- 6th and 7th grade have some (Dante)
COMMUNITY SCHOOLS		
STRENGTHS	GROWTH AREAS	EQUITY GAPS
Attendance Recovery despite low numbers was successful in its implementation and its impact even from mid year Lunch Activity participation has grown since the previous school year	Tier 2 Chronically Absent Interventions were not effective Parent: 0% Student: 8% Collaboration on Lunch activity calendar/services between all departments	Parent Interventions were barely done if at all throughout the school year. Most of our parents that would also benefit from an attendance intervention usually are not available.



Advertisement of Programs	More consistency on school wide program announcements/offerings.	We only advertise to the current EXL students that are attending the program already, and not aimed towards students that do not attend. Access to message sending platforms. Stakeholders are not aware of all the school wide programs or resources available to them.
Spring 2026 Core Program Assessment (CPA) increased from Spring 2025 CPA	Intentional coaching with each staff member to build their capacity	Staff members requiring additional coaching and support do not consistently receive individualized coaching, resulting in inconsistent implementation of high-quality programming across student groups.
CCSPP Site Self Assessment - we were able to capture raw data because it was anonymous.	Timeframe that the self assessment was given out to staff.	Needed different stakeholders input on the site-self assessment.
Students who are engaging in undesired behaviors are being seen. Student interns were able to provide consistent meetings with students	Using data to determine need and to triage student supports	School need exceeded staff capacity
Transportation	Collaborative Transportation & Field Trip systems that are documented and calendared and shared with all relative educational partners. Documented process when drivers will be absent.	Planning does not account for shared resources such as vans, unplanned maintenance , and staffing when needs overlap or when assigned staff are out



SCC		
STRENGTHS	GROWTH AREAS	EQUITY GAPS
TFI - Increased Percentage - Team Effort - Team Retention - Same team assessed	TFI - Follow through with action plan - Increase the focus on multiple features - Develop team culture	TFI - Not all staff are aware of the TFI - Not enough experienced team members - Focusing on tier 1, lacking in tier 2 and 3
Scholar Dollar - Increased distribution - Teacher Utilization - Used for Auction - Data shared monthly	Scholar Dollar - Staff/Student utilization - Setting implementation guidelines - Balance of distribution	Scholar Dollar - Inconsistency distribution throughout and among grade levels - Inconsistent opportunities for scholar dollar use
Restroom - We have data - Decrease between semesters - Correlation with peak behavior months	Restroom - Accountability on managing restroom usage - Monitoring sheet - Maximizing classroom engagement	Restroom - Populating data by grade level, teacher, and students - Parents are uninformed
ODR - Decrease in ODRs - Year to year comparison - Analyze by behavior	ODR - Resolving ODRs - Supporting with Disruption/Defiance - Enhancing understanding of office vs teacher managed - Emphasis on ODR as documentation	ODR - Mindset that ODRs bring consequences - Not everyone able or wanting to submit ODRs - Not everyone accessing data
CICO - Consistent rate of students who achieved passing	CICO - Consistency and structure of implementation	CICO - Not all students who want to participate are able



- scores - Students were identified based on behavior data - Perspective is shifting to view CICO as a support	- Clearer understanding of role of CICO for Mentors - Identifying menu of Goals, strategies, and incentives	- Not all mentors hold the same standard of expectation - Students who are assigned but do not participate
Chromebook - Decrease in chromebook repairs	Chromebook - Identify data by damage and by student and grade level - Communication to all stakeholders regarding chromebook costs and care - Gaining more support with technology care	Chromebook - Not all stakeholders are formally informed - Not all families are able to cover the costs of repairs - The procedure for tech repair takes too long
OPERATIONS		
STRENGTHS	GROWTH AREAS	EQUITY GAPS
- Systems in place to promote regular attendance	- Meet Target Attendance of 95%	- SPED students have significantly higher rates of chronic absenteeism
- Treating all students equitably	- Understand Infinite Campus better to produce actionable monthly reports	- EL learners have a lower ADA than School Wide Attendance
- ADA over 91%	- Well promoted monthly attendance incentives and rewards	
- Attendance Monitoring in Place	- Meetings with families in Tier II to prevent falling into Chronic Absence	
- Celebrations and	- Increase	



incentives for perfect attendance monthly recognitions	collaboration around attendance plans with SCC, and Instruction	
- Tiered notification system regarding attendance		

Prior to our work as a team, the YPICS leadership team met in June to identify our data-driven areas of focus as an org. Those focus areas are:

YPICS AREAS OF FOCUS			
INSTRUCTION	OPS	SCC	COMM SCH
EOY Outcomes	Chronic Abs	Reduction of ODRs	Collaborative Leadership
SPED/ML Growth		PBIS Implementation	MTSS Implementation
PBL		SW SEL	
Collaborative Groups			
SPED Services			

Based on our findings from our data review and with these focus areas in mind, each departmental team met and created their own logic model and plan to help us meet school goals. Departmental Goals are as follows:

	Instruction	Community Schools	Parents and Operations	School Culture and Climate
Goal 1	Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.	The CS department will collect 100% data as part of their collection plan, and they will meet to review this data monthly.	Reduce chronic absenteeism; 20% or less students will be chronically absent	By the end of the year, 80% of staff will collaboratively implement tiered intervention strategies to develop a safe learning environment, resulting in a sustained or



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				decreased rate of office discipline referrals compared to the 25-26 school year.
Goal 2	Provide teachers with consistent and effective coaching and professional development to improve instructional practices and increase student engagement.	Offer expanded learning opportunities that align with school day efforts to at least 40% of BCCS students.	Increase school-wide attendance to 95%	By establishing standardized PBIS Rewards guidelines, staff will achieve 90% implementation fidelity in token economy usage by the end of the year, eliminating scholar dollar distribution disparities among grade levels compared to the 25–26 school year.
Goal 3	Refine the structure of Co-Planning to create a culture of accountability and collaboration.	Reduce chronic absenteeism: 20% of less students will be chronically absent in the 25-26 school year (focus on tier 2)		By the end of the year, 100% of staff in the classroom will use designated policies and procedures, resulting in a 20% increase in classroom managed behaviors compared to the 24-25 school year.



Here is an example of a full logic model and plan. We used the WASC logic model as a template for our department plans this year:

INSTRUCTION ACTION PLAN/LOGIC MODEL:

VISION STATEMENT
The Instructional Department at BCCS is dedicated to creating an environment of high expectations and support to foster growth for all students and create a working culture of determination and drive. We are committed to collaborative work through effective PD, reflective practice, and clear communication.

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

Rationale: Critical Need/Equity Gap	• ML and SPED are significantly lower (in proficiency) than everywhere else • Low performance (CAASPP) and slow growth (Iready) in some grade levels) • Low writing abilities
Supporting 2025-26 Data	• <u>CAASPP ELA</u>: 34.03% (28.06% 24-25) ◦ 6G: 31.86% ◦ 7G: 29.46% ◦ 8G: 44.86% ■ SPED: 10.26% ■ ML: 9.09% • <u>CAASPP Math</u>: 13.61% (10.35% 24-25) ◦ 6G: 15.93% ◦ 7G: 10.71% ◦ 8G: 14.02% ■ SPED: 2.56% ■ ML: 1.82% • CAST: Science: 12.39% • iReady Reading: 144% Typical Growth ◦ 5G: 84% ◦ 6G: 157% ◦ 7G: 197% ◦ 8G: 83% ■ SPED: 126% ■ ML: 153%



- iReady Math: 100% Typical Growth
 - 5G: 103%
 - 6G: 90%
 - 7G: 117%
 - 8G: 100%
 - SPED: 146%
 - ML: 104%

Quarterly Growth Targets

EOY	• CAASPP ○ 40% proficiency on ELA ○ 20% proficiency on Math ○ 15% proficiency on Science ○ DFS: Achieve Yellow placement on 5x5 for ELA ○ DFS: Achieve Yellow placement on 5x5 for Math • ELPAC ○ Reclassification Rate: 30% ○ Remain at Blue placement on 5x5 for ELPI • iReady ○ 100% School-Wide Median Typical on IReady D3 ○ 60% of students demonstrated Improved Placement ○ 60% of students met typical growth • iReady Pathway Lessons ○ >70 Lessons/subject • Grades ○ No more than 3 students/advisory on contract (3+ Fs)
April	• FIAB ○ 60% proficiency on IAs • iReady ○ 100% School-Wide Median Typical on IReady D3 ○ 60% of students demonstrated Improved Placement ○ 60% of students met typical growth • iReady Pathway Lessons ○ >60 Lessons/subject • Grades ○ No more than 5 students/advisory on contract (3+ Fs)
December	• FIAB ○ 60% proficiency on IAs • iReady ○ 100% School-Wide Median Typical on IReady D3



	○ 60% of students demonstrated Improved Placement ○ 60% of students met typical growth ● iReady Pathway Lessons ○ >30 Lessons/subject ● Grades ○ No more than 5 students/advisory on contract (3+ Fs)
October	● FIAB ○ 60% proficiency on IAs ● iReady Pathway Lessons ○ >20 Lessons/subject ● Grades ○ No more than 5 students/advisory on contract (3+ Fs)

Schoolwide Outcomes Addressed	College Ready
Impact on student learning of academic standards, schoolwide learner outcomes, and critical learner needs	Goal is specifically about academ

Tools to Monitor Progress:	Report Progress:
● Iready Inform ● Iready Pathway Report ● Report Cards ● IAs & CERS	● CERs data reviews during PD departments ● SPUR reports ● Coffee with the Directors ● iReady breakdown analysis (d ● Assemblies and celebrations c meeting progress

Tasks	Responsible Person(s) Involved	Professional Development, Resources, Funding	Means to Assess Improvement	Timeline	Reporting
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IAs & Performance Tasks	COI Teachers	Accessing & administering IAs PT Schedule	Coach/Teacher Check-In meetings	IA in every unit	
CA Math Curriculum: Iready Math Goals & UCLA	COI Teachers	IReady training	Coach/Teacher Check-In meetings	Check in with depts Summer pd	
Co-Planning Schedule	COI Teachers	PD Schedule	COI Observations Lesson Plans completed	weekly	
Targeted PD	EA COI Teachers	PD Schedule	COI creates spreadsheet	ongoing	
Schedule (IA & PT) assessments and data discussions	COI Teachers	PD Schedule IA Schedule PT Schedule Math/Sci Unit Plans ELA/SS Unit Plans		summer	
Calendar Incentives/ Celebrations	COI Teachers Ibarra Arreola	Incentive List		ongoing	
Align efforts for writing instruction in all classes	COI Teachers	PT Schedule Writing Framework		ongoing	
Data Wall Classroom Walkthroughs during PD		PD Schedule			
Co-Teaching and support schedules &		Co-Planning Support Staff		ongoing	



Lesson Plans		Schedules & Lesson Plan completion			
Grades & Contracts	Instructional Team			Every grading period	

Goal 2: Provide teachers with consistent and effective coaching and professional development to improve instructional practices and increase student engagement.

Rationale: Critical Need/Equity Gap	- Quality of coaching and PD - Data cycle usage - Minimal focus on skills development during PD
Supporting 2025-26 Data	- See academic data - Have not met our vision statement

Quarterly Growth Targets:	
EOY	• Grow Level Data ◦ All teachers will have at least 20 interactions ■ Meetings and observations • PD Plan completed ◦ Include: ■ ML, SPED, PBL, Student engagement, collaborative g • Coaching (RELAY) ◦ Coaching Cycle (2x/year) ■ Pre-Observation Meeting ■ Observation ■ Debrief & Data Meeting ■ Follow-up: Walkthrough & meeting ◦ 6 Data/Instructional Meetings
April	• 18 Interactions
December	• 14 Interactions



	1 observation by December - At least 3 data/instructional meetings by December
October	11 Interactions

Schoolwide Outcomes Addressed	- Lifelong learner, college ready - Student engagement
Impact on student learning of academic standards, schoolwide learner outcomes, and critical learner needs	Increased teacher effectiveness and drive in strong academic results from students

Tools to Monitor Progress:	Report Progress:
- Grow Level Data - PD Plan - Varied data tools for teachers	SPUR LCAP Report

Tasks	Responsible Person(s) Involved	Professional Development, Resources, Funding	Means to Assess Improvement	Timeline	Reporting
Schedule for PD and 3 - 4 hour after school meetings for other staff collaboration	COI EA LSC CSCC		PD Plan	summer	
Coaching and Observation assignments and plan	COI EA		SMG	summer	



Meetings scheduled on calendar	EA COI		On calendar	summer	
Grow Level Data Documentation	EA COI		Teacher interaction numbers	weekly	
PD time for IAs	COI		PD Schedule	quarterly	
PD time for looking at PTs	COI		PD Schedule	PD	
PD time for determining next steps for writing instruction	COI	Training on writing process and assessments	PD Schedule	PD	
Teacher-Led PDs & TPD					

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

Rationale: Critical Need/Equity Gap	-Not all Lesson plans were turned in on time -Still learning effective ways to co-plan -Time not used effectively during co-planning -Attendance during co-planning inconsistent for some staff
Supporting 2025-26 Data	Observations Lesson plan completion on GC

Quarterly Growth Targets:



EOY	• Co-planning every Monday • Process utilized by all staff • 3 CFGs about co-planning/teaching • 100% LPs submitted weekly (1wk in advance)
April	• Co-planning every PD day • Process utilized by all staff • 100% LPs submitted weekly
December	• Co-planning every PD day • Process utilized by all staff • 2 CFGs about process and system • 100% LPs submitted weekly
October	• Co-planning every PD day • Co-planning process presented and utilized by all staff • CoWrc questionnaire completed and shared • 1 CFG about process and system • 100% LPs submitted weekly

Schoolwide Outcomes Addressed	Lifelong Learner College Ready High-Quality Instruction
Impact on student learning of academic standards, schoolwide learner outcomes, and critical learner needs	Goal is specifically about academic

Tools to Monitor Progress:	Report Progress:
• Lesson plans on Google Classroom	Evaluations SPUR reports

Tasks	Responsible Person(s) Involved	Professional Development, Resources, Funding	Means to Assess Improvement	Timeline	Reporting



Support staff weekly schedules	All support staff	Co-planning support staff schedules Co-teaching evidence on lesson plans		weekly	
Lesson plans completed	Teachers	Completed lesson plans		weekly	
CFG (dilemma protocols) EOY	COI Teachers			PD	
Create Toolkit for co-planning	COI			summer	
SPED uses Monday co-planning with both ELA & Math					
SPED Admin Meeting agenda item:					

As an additional exercise this year, our team also created vision statements for each department. The idea was to encapsulate the work we want to do into a simple statement that can be easily understood by all stakeholders. Here are our 26-27 vision statements, with our driving theme being "Arrive. Drive. Thrive."



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BCCS DEPARTMENT VISION STATEMENTS

ARRIVE, DRIVE, THRIVE.

Short Vision Statement

Arrive with Purpose. Drive Your Potential. Thrive Without Limits.

Expanded Vision Statement

We envision a school where every student arrives ready to learn, is driven to reach their highest potential, and thrives in a safe, inclusive, and empowering environment that inspires lifelong success.

Instruction

The Instructional Department at BCCS is dedicated to creating an environment of high expectations and support to foster growth for all students and create a working culture of determination and drive. We are committed to collaborative work through effective PD, reflective practice, and clear communication.

Culture & Climate

The BCCS School Culture and Climate Department cultivates a safe, inclusive environment where meaningful connections thrive. We believe investing in social-emotional growth and self-regulation empowers students to drive their own success. Guided by advocacy, fairness, and authenticity, we ensure every student, staff, and family member feels comfortable, appreciated, and heard, fostering a deep sense of belonging.

Operations

The Operations department fosters a safe, professional, and equitable foundation for learning. By maintaining orderly procedures and fostering open, supportive communication with staff and families, we empower students to take responsibility for their growth, encourage them to engage collaboratively, and arrive every day ready to succeed.

Community Schools

The community school team at BCCS is committed to empowering students, families, staff and community members to access culturally responsive services, partnerships and activities that promote whole person, needs driven and strength based programming. We believe that through collaborative decision making, our community can be uplifted to utilize BCCS and our partnerships for support beyond the classroom.



Parent and Community Engagement

We continued our outreach efforts over the summer by attending various elementary school events, summer programs, and other community events. We are proud to announce that we are holding strong in week 4 with a schoolwide enrollment of 351, over our budget goals.

Culture & Climate

We are very proud of the progress we have made in providing a safe, loving, and fun school culture for our students. This year, we are focused on high expectations academically and behaviorally for our students, and this all starts with relationships. During our summer PD, our staff engaged in teambuilding through a Survivor team challenge and a potluck cookout where we were able to connect and decompress during the week we were preparing for our kids. This was a great time of connection and relationship building, which also set the stage for similar work to happen with our students.





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Teambuilding

When the school year started, our SCC team provided supplies and lesson plans for our teachers to engage in teambuilding with our students. Mr. Arreola, our SCC admin, also set up outdoor teambuilding activities as requested by our staff. Many teachers took advantage of this time to build connections with their students, which will allow for deep learning, critical feedback, and collaboration throughout the school year (photos on next page).

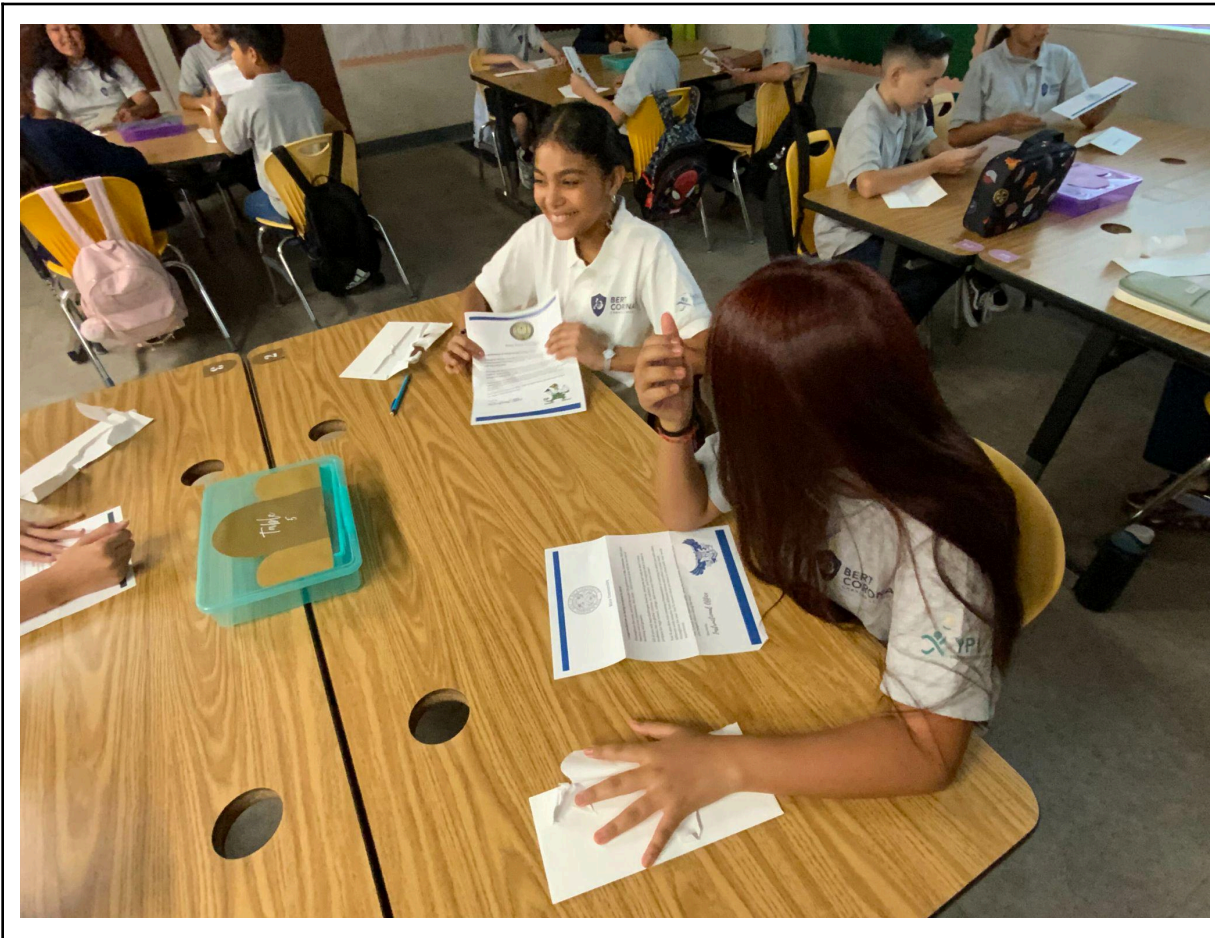


Advisory

In an effort to build our College-Going culture, each student received an Acceptance Letter the first week of school. This letter congratulated them and welcomed them to the university, assigned to their advisory. The kids were very excited about their university acceptance letter, and we held competitions during our first assembly where the universities worked together in challenges against the other advisory university teams.



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Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	C. Monseñor Oscar Romero Charter School Executive Administrator's Report
Purpose:	FYI
Submitted by:	
Related Material:	26-27 MORCS EA BoD Report (August 31).pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

August 31, 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 begin the 2026–27 school year, MORCS is focused on building strong systems, strengthening partnerships with families, and using data to drive continuous improvement. This month's report highlights our strategic priorities for the year, the successful launch of the school year through Back to School Night, and our first i-Ready benchmark results, which will guide our instructional planning and student support moving forward.



Strategic Planning: Establishing Clear Schoolwide Priorities

As part of our summer planning, our leadership team established strategic goals across four key areas: Instruction, School Culture & Climate, Operations, and Community Schools. These goals are designed to create a clear, measurable focus for the year and ensure that our work is aligned to improving outcomes for all students.

Instruction

Our instructional priorities are centered on accelerating student achievement while providing meaningful support and development for teachers. Key goals include:

- Reduce the percentage of students performing at the Emerging level in Mathematics to below 50%.
- Reduce the percentage of students performing at the Emerging level in ELA to below 40%.
- Provide consistent support to teachers focused on goals, growth, and professional development.

School Culture & Climate

Our culture and climate goals focus on strengthening positive recognition, proactive behavior supports, and restorative practices. Key goals include:

- Increase Puma Recognitions by 45% from the previous school year.
- Provide monthly behavior-focused assemblies to reinforce expectations and contribute to a reduction in Office Discipline Referrals (ODRs).
- Maintain a suspension rate of 1% or less.



Operations

Our Operations goals focus on creating systems that support student attendance, responsible resource management, and sustainable enrollment. Priorities include:

- Decrease monthly student absences to 17%.
- Reduce department spending and strengthen budget and facilities management.
- Increase student and family interest in MORCS and increase enrollment for the 2027–28 school year, with a focus on building enrollment interest by January 2027.

Community Schools

Our Community Schools goals focus on ensuring students and families have access to needed resources while creating opportunities that expand students' understanding of their futures beyond middle school. Priorities include:

- Strengthen resource distribution to students and families.
- Reduce chronic absenteeism.
- Increase students' exposure to higher education through college field trips and experiences.



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MORCS 26-27

INSTRUCTION DEPARTMENT

Vision Statement

Instructional staff will work in collaboration with leadership to boost academic outcomes for all student subgroups. Departments will craft a clearly defined instructional plan with opportunities to gather, reflect on, and use data to better meet the needs of all students. Instructional leadership will commit to a more consistent plan of teacher observation and support in order to help individual staff members on their own journey of professional growth. In addition, families will feel as if they are a part of the process as they will be provided with clearer updates on school progress throughout the year.

GOAL 01

MATH PROFICIENCY

Reduce the percentage of students scoring at the Emerging proficiency level in Math to below 50% by May 2027.

GOAL 02

ELA TARGET

Reduce the percentage of students scoring at the Emerging proficiency level in ELA to below 40% by May 2027.

GOAL 03

TEACHER SUPPORT

Throughout the 26-27 school year, teachers will receive at least 10 planned observations with feedback from COI accompanied by monthly meetings to discuss goals, growth, and development.

MORCS 26-27

SCHOOL CULTURE & CLIMATE

VISION STATEMENT

The SCC department cultivates a safe, restorative, and inclusive school community that drives all students to become college-ready, active citizens and lifelong learners.

GOAL 01

POSITIVE RECOGNITION

Implement a consistent system to increase Pawsitive Puma Recognitions (PPR) by 45% from the previous school year.

GOAL 02

BEHAVIOR SUPPORT

Provide monthly behavior-focused assemblies to achieve a 54% reduction in Office Discipline Referrals (ODRs).

GOAL 03

RESTORATIVE PRACTICES

Maintain a schoolwide suspension rate of 1% or less by implementing the PBIS framework with fidelity.



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MORCS 26-27

OPERATIONS DEPARTMENT

VISION STATEMENT

The Operations Department at MORCS strives to nurture strong connections with our students, families and community by collaborating with school leaders to ensure we sustain an approachable environment. We are committed to be open and accessible to check-in with families to foster trust and ensure their needs will be heard/addressed to support student attendance success through increased familial communication. We want our staff to feel empowered and supported through a well-supplied learning environment.

GOAL 01

ATTENDANCE

Decrease monthly student absences from 26% to 17% by May 2027 through transparent family communication.

GOAL 02

FACILITIES & BUDGET

Reduce departmental overspending and decrease district service calls by 20% by analyzing supply and facility expenditures.

GOAL 03

ENROLLMENT

Increase 6th-grade enrollment to 60 total interested/enrolled students by January 2027.

MORCS 26-27

COMMUNITY SCHOOLS DEPARTMENT

VISION STATEMENT

The Community Schools Department is committed to ensuring every student has equitable access to the supports, opportunities, and partnerships needed to succeed. Through personalized student supports, strong family and community engagement, and meaningful college awareness experiences, we will empower every citizen scholar to thrive in school and beyond.

RESOURCE DISTRIBUTION

DIGITAL TRACKER

Develop and launch a monthly digital support tracker by October 2026 for staff to monitor student services.

CHRONIC ABSENTEEISM

ATTENDANCE PLANS

Provide an individualized attendance support plan for 100% of students identified as chronically absent.

HIGHER EDUCATION

EXPOSURE

COLLEGE VISITS

Enhance college awareness by scheduling grade-level college trips at least once per semester.



Back to School Night

On August 20, MORCS hosted our annual Back to School Night, providing families with an opportunity to reconnect with our school community and learn more about the year ahead.

The evening began with a welcome for families where I shared our schoolwide goals, priorities, and programs and introduced members of our staff. Families then visited classrooms to meet their students' teachers and learn more about the courses, expectations, and learning experiences their children will have throughout the school year.

Families also had an opportunity to connect with members of our student support team, including our Community Schools Coordinator, Counselor, and Psychologist, and learn about the resources available to support students and families beyond the classroom.

We concluded the evening with opportunities for families to build community and celebrate the start of the school year. Our photo booth provided students and families with an opportunity to capture memories together, while Kona Ice offered a refreshing treat on a particularly warm day.

The strong participation from families reinforced the importance of creating opportunities for families to connect with teachers, understand our school's priorities, and access the resources available to support their students.





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i-Ready Inform Baseline

MORCS administered its first i-Ready Diagnostic of the school year, providing our instructional teams with an initial baseline of student performance in Reading and Mathematics.

Reading

- 17% of students performed within the grade-level range.
- 17% performed approximately one grade level below.
- 16% performed approximately two grade levels below.
- 50% performed approximately three or more grade levels below.



Mathematics

- 9% of students performed within the grade-level range.
- 29% performed approximately one grade level below.
- 18% performed approximately two grade levels below.
- 44% performed approximately three or more grade levels below.

The results reinforce the urgency of our instructional strategic plan and provide our teachers with an important starting point for identifying student needs. While the data presents significant areas for growth, it also gives us a clear opportunity to establish targeted goals and monitor student progress throughout the year.

On Monday, August 31, our first formal data review will take place. Teacher teams will analyze their i-Ready results, identify areas of strength and need, establish student-centered goals, and develop action plans for addressing identified learning gaps. These data reviews will serve as an ongoing cycle of assessment, reflection, action, and progress monitoring throughout the school year.

Our goal is not simply to collect assessment data, but to use that data to make informed instructional decisions and ensure that our students receive the targeted support they need to make meaningful academic growth.



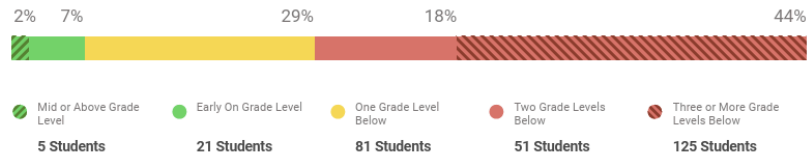
**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

School Monsenor Oscar Romero Charter School
Subject Math
Academic Year 2026 - 2027
i-Ready Inform Assessment Diagnostic BOY
Prior i-Ready Inform Assessment None

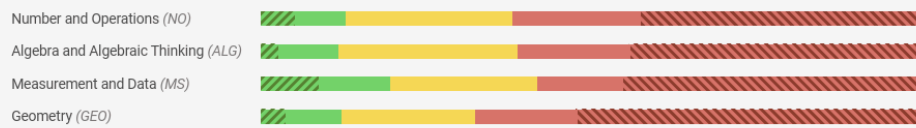
Criterion Referenced

Overall Placement

Students Assessed/Total: **283/288**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6		1%	10%	38%	21%	30%	92/92
Grade 7		0%	9%	28%	24%	39%	76/79
Grade 8		3%	4%	22%	12%	58%	115/117



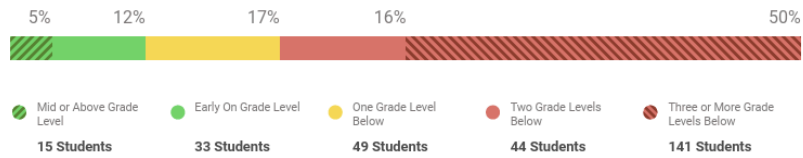
**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

School Monsenor Oscar Romero Charter School
Subject Reading (English)
Academic Year 2026 - 2027
i-Ready Inform Assessment Diagnostic BOY
Prior i-Ready Inform Assessment None

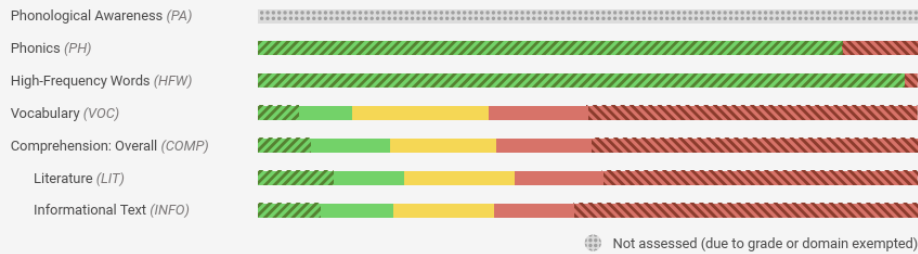
Criterion Referenced

Overall Placement

Students Assessed/Total: 282/288



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6		8%	8%	22%	20%	43%	92/92
Grade 7		1%	16%	20%	14%	49%	76/79
Grade 8		6%	12%	12%	13%	56%	114/117

Coversheet

Bert Corona Charter High School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	D. Bert Corona Charter High School Executive Administrator's Report
Purpose:	FYI
Submitted by:	
Related Material:	26-27 BCCHS EA BoD Report (August 31).pdf.pdf



Board Report

Max Garcia, Executive Administrator

August 31, 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

Instructional Leadership Partnership and Support:

Bert Corona Charter High School has strengthened its instructional leadership through a strategic partnership with Dr. Kevin Myers, who is guiding and supporting Max Garcia, Executive Administrator, and Nestor Garcia, Coordinator of Instruction, through an ongoing process of reflection and exploration around effective teaching practices. Rather than a one-time rollout, this is a collaborative inquiry: together we are co-developing instructional “must-dos” and clear “look-fors” for Standards-Based Grading, and examining classroom structural routines — such as strategic student conferencing and scaffolded collaborative grouping — to understand what works best for our students. This exploration is directly shaping our weekly professional development and Critical Friends Group (CFG) protocols, ensuring our PD stays closely calibrated to real classroom data, assessment results, and evidence-based teaching strategies rather than existing in isolation from them. This ongoing, inquiry-driven partnership is helping us build shared understanding and coherence in our classroom delivery across all departments, and ensuring our academic programs are well positioned for our upcoming Charter Renewal.

NWEA Fall 2026

NWEA MAP Growth Fall 2026 testing is underway across all grade levels, giving teachers and administrators real-time data on student progress in reading and mathematics so instruction can be targeted to individual student needs. i-Ready testing is also almost complete; together, these two assessments will provide a complementary diagnostic picture that informs our Multi-Tiered System of Supports (MTSS) and guides intervention planning for the remainder of the year.

LA Mission College

Our Dual Enrollment partnership with Los Angeles Mission College has grown significantly this year, expanding from two course offerings to four: Art 201, Photography 001 (offered in two sections), Kinesiology (offered in two sections focused on jogging and body-conditioning), Psychology, and Sociology. Most notably, for the first time in school history, our entire student body is now dually enrolled in college-level coursework. Reaching one hundred percent participation required a monumental, coordinated effort by our College & Career team, teaching staff, and school leadership to register all 186 students through the Los Angeles Community College District (LACCD) enrollment system — verifying eligibility, securing course seats, and troubleshooting registration barriers on a compressed timeline. Beyond the cost savings this provides our families, full dual enrollment participation strengthens every student's transcript and college readiness as they prepare for the college application process.



College & Career

ELC program

Approximately nine BCCHS students currently qualify for the University of California's Eligibility in the Local Context (ELC) program. ELC is a UC admissions pathway that identifies top-performing students within each participating California high school rather than ranking students against the state as a whole. Juniors whose UC-calculated GPA places them in the top nine percent of their own graduating class, and who have completed the required UC-approved "A-G" coursework, are identified for ELC status; students who maintain that coursework and at least a 3.0 GPA through senior year are guaranteed a spot at a UC campus with space available, even if not admitted to their first-choice campus. For our students, many of whom are first-generation college-bound, ELC status offers a meaningful, equity-focused pathway into the UC system that recognizes their achievement relative to the opportunities available at BCCHS.

Summer Program: Edgenuity/Credit Recover, Sports Conditioning, and Micro-Business

Year-Round & Summer Credit Recovery – we implemented Edgenuity, a research-based online learning platform, to provide students with flexible credit recovery options year-round and throughout the summer. This is especially meaningful for students in the Class of 2026-30 and beyond who need additional pathways to meet graduation requirements on time. Alongside credit recovery, our Summer Program offered a Sports Conditioning track to help student-athletes build strength, endurance, and injury-prevention habits ahead of the fall season, and launched our first-ever Micro-Business program, giving students hands-on experience in entrepreneurship, product design, and customer service (see Community Schools, below, for details).

School Culture and Climate

Citizenship

We are off to a strong start with 15 Office Discipline Referral (ODR) submissions this year, including 3 positive recognitions. We are trending positively compared to this time last year, and we are already seeing the encouraging early impact of this shift on student citizenship and overall school culture.

SEL Survey

From August 31 through September 11, we will be conducting our annual Social-Emotional Learning (SEL) Survey. The survey helps us better understand our students' social-emotional strengths, experiences, and areas where they may benefit from additional support. Results will allow us to identify students who could benefit from additional resources and to provide more targeted, personalized support throughout the year, ensuring every student feels seen, supported, and set up for success.

Athletics

Rams Boys Flag Football League

We are proud to share that Bert Corona Charter High School has been invited to participate in the LA Rams Boys Flag Football League, a pilot program launched in anticipation of boys flag football potentially becoming a CIF sport in the future. Games begin at the end of September and will be played on Saturdays — an exciting new opportunity for our student-athletes.

This year, BCCHS will also have representation on the CIF Valley Section Board of Managers, with Coach Julio Herrera named as our representative. This gives our school a voice in important decisions impacting athletics across the Valley Section, including scheduling, power rankings, and playoff



brackets — allowing us to advocate for our student-athletes and help shape decisions that affect postseason competition. Overall, athletics is off to a great start this year! We are seeing increased student-athlete participation across multiple sports and are excited about the energy, commitment, and school spirit our coaches and students are bringing to our programs. Go Knights!

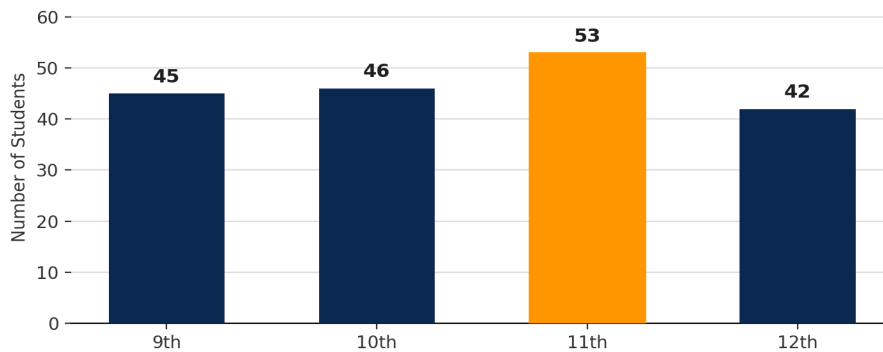
Operations

Enrollment Profile: As of August 26, 2026

Enrollment has declined significantly across many California school districts this year, driven by rising housing costs and increased federal immigration enforcement. Statewide, K-12 public school enrollment fell by 74,961 students (1.3 percent) in 2025-26, according to the California Department of Education. LAUSD, the largest district in our region, reported enrollment of 392,654 students for 2025-26, down from 409,108 the prior year — a decrease of roughly 4 percent — which has been tied in part to immigration enforcement's impact on families. BCCHS has not been immune: our own enrollment has declined for the past two years, with several families directly affected by immigration enforcement activity under the current administration. We are hopeful this trend will stabilize as more families learn about BCCHS's personal, hands-on approach to these challenges, including our morning shuttle pick-up for families in need to help ensure attendance does not suffer BCCHS enrollment for the 2026-27 school year stands at 186 students across grades 9 through 12, reflecting a relatively balanced enrollment across all grade levels, with our current 11th grade class the largest at 53 students.

BCCHS Enrollment by Grade Level — 2026-27 (As of 8/26/26)

Total Enrollment: 186 Students



Grade Level	9th	10th	11th	12th	Total
Enrollment	45	46	53	42	186

Community Schools

San Fernando Valley Community Partnership and Think Together

Think Together has been instrumental in supporting the launch of BCCHS's first-ever Micro-Business Program this fall. Students in the program's inaugural cohort are gaining hands-on experience across a range of internship roles, including front office and customer service, T-shirt production and silk screening, creative design and branding, and day-to-day business operations. Building on this momentum, Think Together is also offering a paid after-school internship opportunity of approximately 40 hours for participating students. Interested students were required to complete a formal application,

**BERTCORONA**
CHARTER HIGH SCHOOL

and finalists will be interviewed during the spring semester. Approximately five paid internship spots are currently available, and we are actively working with Think Together to expand the number of participating students in future cohorts. The program's core goals are to build students' job readiness through real-world job training, develop technical skills in T-shirt screen printing, strengthen customer service abilities, introduce brand development and design principles, and provide a foundational understanding of how to run a small business — all of which directly support our College & Career pathway and prepare students for both postsecondary and workforce success.

Café con los Directores

Our first Café con los Directores was held on August 26th, the year brought together 7 parents for an open, informal conversation with school leadership. Families shared genuine excitement about the growth of our Dual Enrollment program and the opportunities it creates for their students. Parents also raised concerns about morning drop-off and afternoon pick-up logistics, giving us valuable feedback to explore improvements to traffic flow and student safety. Attendees offered thoughtful ideas for growing parent participation in future sessions, including varying the time of day sessions are held during the meetings. We are grateful for this early input and look forward to building on it as we continue strengthening family engagement at BCCHS throughout the year.

Coversheet

YPICS Executive Director Report

Section:	III. Items Scheduled for Information
Item:	F. YPICS Executive Director Report
Purpose:	FYI
Submitted by:	
Related Material:	EXECUTIVE DIRECTOR Report 2026-0831.pdf BC_Renewal Petition Submission Receipt.pdf



EXECUTIVE DIRECTOR'S REPORT

August 31, 2026

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

State/CCSA: Capital Update August 27, 2026

CCSA Sponsored AB 2316 Passes Senate Floor

Another CCSA sponsored bill is one step closer to the Governor's desk! On Wednesday, the Senate passed AB 2316 (Hoover) on a 37–0 vote.

AB 2316 would bring greater fairness to the Charter School Facilities Program by ensuring charter schools experiencing financial hardship have access to the same financial hardship relief currently available to school districts.

The bill was presented on the Senate Floor by Senator Suzette Valladares on behalf of Assemblymember Josh Hoover. Sen. Valladares highlighted the importance of ensuring charter public schools have equitable access to state facilities funding (you can watch the [presentation of the bill and initial roll call here](#) and the [final vote here](#)). The bill passed without opposition or floor debate.

With Senate approval secured, AB 2316 has now successfully passed both houses of the Legislature. Because the bill was amended in the Senate, it will return to the Assembly for a “concurrence vote” before it can head to Governor Newsom’s desk.

Thank you to our charter school leaders and coalition partners who have continued to advocate for AB 2316 throughout the legislative process, and to Assemblymember Hoover for his leadership on this important issue.

CCSA Opposes Recent SB 1083 (Perez) Amendments on Independent Study

CCSA has taken an oppose position on SB 1083 due to late-breaking amendments that interfere with the ability for schools to effectively run their independent study programs.

SB 1083 addresses misconduct and child sexual abuse and includes a number of student safety provisions that CCSA supports. However, recent amendments remove an important provision of Education Code Section 45125.1 that allows employees of contracted providers to work with students participating in independent study without undergoing fingerprinting-based background checks when the student is under the immediate supervision of a parent or guardian and the parent has signed a consent form acknowledging the arrangement.

This exception provides a practical way for charter schools to deliver services to independent study students through contracted providers while maintaining direct parent or guardian supervision. The provision was a key component of the compromise CCSA negotiated in good faith with the Governor's Administration during negotiations surrounding SB 414 and AB 84 and was preserved in this year's budget trailer bill, AB 126.

CCSA is opposing SB 1083 unless this key provision is restored. Stay tuned for further updates.

Governor Newsom Sends Back-to-School Letter to California School Leaders

As students return to classrooms across California, Governor Gavin Newsom issued a back-to-school letter to county and district superintendents, charter school leaders, and school community partners reaffirming the state's commitment to ensuring every student has access to a safe, supportive, and welcoming learning environment.

The Governor highlighted the important role schools play as trusted sources of connection and support for students and families, particularly immigrant families and those experiencing challenges related to health care, housing, food insecurity, or access to community resources.

[Read Governor Newsom's full back-to-school letter here.](#)

California School Finance Authority - SB740 FY2026-27 Funding Round Application Deadline

The California School Finance Authority's (CSFA) Charter School Facility Grant (SB740) Program Application for the FY2026-27 Funding Round will be closing on Monday, August 31, 2026, at 5:00 p.m. Please ensure applications are submitted before the deadline. Late applications will not be accepted.

Program information can be found on the [SB740 website](#), including a recording of the FY2026-27 Funding Round Webinar.

For questions, you can contact the Treasurer's Office at SB740@treasurer.ca.gov or Nicolas Watson at CCSA at nwatson@ccsa.org.

Applications Open for State Board of Education's 2027-28 Student Board Member

The California State Board of Education (SBE) is accepting applications for its 2027–28 Student Board Member, an opportunity for a California student to represent the student voice and provide perspective on issues before the State Board. Charter students are eligible for this impactful position on the State Board.

The Student Board Member participates in SBE discussions and decision-making while gaining firsthand experience with state education policy and developing leadership skills.

Applications are due Friday, September 25, 2026. Charter school leaders, educators, and counselors are encouraged to share this opportunity with eligible and interested students.

Learn more about eligibility and the selection process [HERE](#) and access the application [HERE](#).

CCSA Awaiting Final Trailer Bill Language on Community Schools

CCSA continues to monitor final budget trailer bill language related to the California Community Schools Partnership Program (CCSPP).

Earlier this year, CCSA testified in opposition to a provision within the proposed expansion of the Community Schools Program that would exclude nonclassroom-based charter public schools from eligibility for the program going forward.

As the Legislature and Administration finalize remaining budget trailer bill language that we expect to see in the next 48 hours, CCSA has continued to advocate for changes in the final bill language that would re-include nonclassroom-based charter schools in the Community Schools program. We will continue to monitor developments and keep you updated as more details become available.

YPICS:

Strategic Plan: Goals for 2026-2027

As we begin the 2026–2027 school year, we reflect on how well our scholars did in the 2025-2026 school year. YPI Charter Schools remain focused on the goals outlined in our tweaked Strategic Plan*. Guided by this year’s theme, “Working Collaboratively Together as we go from Good to Great 2.0! The work is not done. We celebrate the Greatness we achieved together last year. But we can and we will do better. Together!” is the path to continue to move from good to great together and in community, we recognize that every decision, every interaction, and every learning opportunity can lead to growth and every member of the community (scholars, parents, teachers, staff, and administrators) has greatness within them and has the capacity to learn, grow and succeed. Whether that growth is personal, professional, academic, or organizational, we are committed to using every minute with purpose, finding ways to improve ourselves and everyone around us. This includes growing our impact on student achievement, expanding our support systems, strengthening our workforce, and preparing for future opportunities to serve more families.

* Thank you to Valerie Braimah and Dr. Myers for continuing the work as we enter year 2 of this extremely important work. And the YPICS Executive and Instructional Team leaders for developing the overall organizational major goals.

New Teacher Training & Returning Staff YPICS Professional Development Days: *New Teacher Training: July 29 - July 31, 2026*

Our comprehensive four-day new teacher training program was designed to fully immerse our incoming educators in the organizational culture and equip them with the essential tools for a successful start. The training was structured to provide a blend of foundational principles, instructional best practices, and community-building strategies.

Key topics included:

- **Organizational Foundations:** An in-depth exploration of our "why," along with our mission, vision, outcomes, and expectations. This ensured all new staff gained a deep understanding of our core purpose and guiding principles.
- **Instructional Excellence:** Training on foundational pedagogical frameworks, including an introduction to standards-based grading, best practices for special education service delivery (co-teaching and co-planning), and our Multi-Tiered System of Supports (MTSS).
- **Content and Community:** Specific sessions were dedicated to building trust with parents and students, as well as understanding our Community Schools model. New teachers also received direct content support, including training on iReady Math, to prepare them for immediate classroom application.

Returning Teacher and Staff Professional Development - August, September, January, March, and June

The focus for our returning teachers and staff was a collaborative effort aimed at increasing student achievement in both writing and mathematics. This professional development was designed to foster cross-disciplinary collaboration and create consistent learning expectations across our schools. Our partnerships with iReady Math, LACOE, UCLA Math Project, & Thinking Nation will continue to focus on rigor. The upcoming LACOE training will focus on CERS and data. We will continue to find better ways to support our Multilingual Learners and our students with IEPs.

Summary and Outlook

The summer professional development sessions effectively prepared our new and returning staff for the upcoming school year. By aligning both training tracks with the shared goal of improving student achievement in core subjects (with an intentional focus on writing and mathematics) and refining our support systems, we are poised to provide a more consistent and impactful educational experience. These efforts will strengthen our collective capacity and ensure we are a unified force in realizing our mission for every student and family we serve.

Bert Corona Charter Renewal

This is the 8th time that BCCS has participated in the charter renewal process. Bert, along with 7 other charters, submitted renewal Petition applications on Thursday, August 20th. BCCS is part of cohort 2 for this school year. There are 14 schools that submitted for renewal in August. 42 submitted together in July 2026. We will hear back in 6 weeks. Next steps: Public Hearing, Tuesday, September 15, 2025.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Fax: (213) 241-2054

ANDRES E. CHAIT
Superintendent of Schools

CAROLYN SPAHT GONZALEZ
Chief of Staff

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

MARLA WILLMOTT
Charter Schools Division Director

Charter Schools Division
Renewal Petition Submission Receipt¹²

Name of Charter School: BERT CORONA CHARTER

Petition Submitted by: YVETTE KING-BERG

Petition Submission Date: AUGUST 20, 2026

- ☒ Signed Certification of Completeness (attached with time/date stamp)
- ☒ Petition (first page of petition attached with time/date stamp)

CSD Staff member(s) who conducted
intake (Write Name(s)):

CINDY DELOS SANTOS-IYA

BLANCA A. MONASTER

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DIVISION

2026 AUG 20 AM 11:17

¹ Renewals are governed by the standards and criteria described in Education Code section 47605. (Ed. Code, §47607, subdivision (b).)

² Education Code section 47605, subdivision (b) governs receipt of renewal petitions



Bert Corona Charter

Charter Renewal Petition

9400 Remick Avenue
Pacoima, CA 91331

Telephone: 818-834-5805

Submitted To:
Los Angeles Unified School District
Charter Schools Office
20th Floor
Los Angeles, CA 90017

Submitted on: August 20th, 2026

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DIVISION

2026 AUG 20 AM 11:17

CERTIFICATION OF COMPLETENESS
Renewal Charter School

Charter School Name: Bert Corona Charter

Lead Petitioner Name/s: Yvette King-Berg Submission Date: 8/20/26
Kevin Myers

I hereby certify that this submitted petition is complete pursuant to Education Code section 47605(b).

Signature of Lead Petitioner/s: Yvette King-Berg Date: 8/19/2026
Dr. Kevin Myers Date: 8/19/2026

Print Name/s: Yvette King-Berg
Kevin Myers

Address: 9400 Remick Avenue
Arleta, CA 91331

Phone: 818-726-8883 Email/s: ykingberg@ypics.org
818-302-4021 drmyers@coronacharter.org

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DIVISION

2026 AUG 20 AM 11:17

Coversheet

Consent Items

Section:	IV. Consent Agenda Items
Item:	B. Consent Items
Purpose:	Vote
Submitted by:	
Related Material:	1. 26-27 YPICS Rosters Final.pdf 2b. 2026 0831 BCCS Parent Involvement Policy Revised.pdf 2c. 2026 0831 MORCS Parent Involvement Policy Revised.pdf 2d. 2026 0831 BCCHS Parent Involvement Policy Revised.pdf

Bert Corona Charter School								
			Last Name	First Name	Position	Room	FTE	S/H
Administration	1	1	Myers	Kevin	Executive Administrator	WH	YR	S
	2	2	Rios	Daniel	Director of Operations	WH	YR	S
	3	3	Myers	Mariana	Coordinator of Instruction	WH	YR	S
	4	4	Arreola	Joseph	Coordinator of School Culture & Climate	WH	YR	S
	5	5	Sepulveda	Irma	Coordinator of Community Schools	WH	YR	S
Teachers	6	1	Bravo	Nallely	5th Grade/6th Teacher - ELA/SS	5	FT	S
	7	2	Dueñas	Nayeli	6th Teacher- Math/Science	2	FT	S
	8	3	Contreras	Maria	7th Teacher- Math/Science	6	FT	S
	9	4	Vidana	Berenice	7th Teacher- ELA/SS	9	FT	S
	10	5	Marquez	Berenice	7th Teacher- ELA/SS	8	FT	S
	11	6	Guidry	Trish	6th Teacher- ELA/SS	4	FT	S
	12	7	Perez	Roberto	7th Teacher- Math/Science	7	FT	S
	13	8	Bravo	Tristan	5th/6th Teacher- Math/Science	3	FT	S
	14	9	Oliveros	Alexis	8th Teacher- Social Studies	10	FT	S
	15	10	Walter	Brett	8th Teacher- ELA	11	FT	S
	16	11	Wyatt	Seth	8th Teacher- Math/Science	12	FT	S
	17	12	Anguiano	Sabrina	8th Teacher- Math/Science	13	FT	S
	18	13	Preston	Sherri	7th Teacher- Resource Specialist	14	FT	S
	19	14	Rodriguez	Oscar	8th Teacher- Resource Specialist	14	FT	S
	20	15	Nakano	Alyxis	6th Teacher- Resource Specialist	15	FT	S
Operations	21	16	Pistilli	Kim	ELD Teacher	15	FT	S
	22	17	Hoosein	Malachi	Physical Education Teacher	PE	FT	S
	23	1	Castillo	Eileen	Program Coordinator	M	FT	H
	24	2	OPEN		Office Assistant	M	FT	H
	25	3	Oliva	Kimberly	Office Assistant	M	FT	H
	26	4	OPEN		Custodian	A	FT	H
	27	5	Lopez	Edgardo	Custodian	A	PT	H
	28	6	Arciniega	Iliana	Meal Server		PT	H
	29	7	OPEN		Meal Server		PT	H
	30	8	Herrera	Leslie	Meal Program Assistant		PT	H
SCC	31	1	Meneses	Valinda	School Counselor	A	FT	S
	32	2	Sepulveda	Jose	SCC Manager	A	FT	H
	33	3	Ibarra	Madison	PBIS Manager		FT	H
	34	4	Salguero	Sandy	SCC Office Assistant	A	FT	H
	35	5	Basulto	Aylin	SCC Supervision Aide	A	PT	H
	36	6	Ortega Rojas	Araceli	SCC Supervision Aide	A	PT	H
CS	37	1	Silva	Nicholas	Coordinator of Expanded Learning (ELOP)		PT	S
	38	2	Berg	Ares	Youth Mentor		FT	H
	39	1	Lomeli	Montserrat	Lead Tutor- Gen Ed	S	FT	H
	40	2	Gutierrez	Hector	Tutor- EL	S	FT	H
	41	3	De Leon	Sophia	Tutor- Special Education	14	PT	H
	42	4	Anguiano	Enrique	Tutor- Special Education	14	PT	H

Bert Corona Charter School								
			Last Name	First Name	Position	Room	FTE	S/H
Tutors	43	5	OPEN		Tutor- Special Education	14	PT	H
	44	6	Partida	Maria	BII-	14	FT	H
	45	7	Rizo-Pelayo	Jose	BII-	14	FT	H
	46	8	Rodriguez	Alyssa	BII-	14	FT	H
	47	9	Hernandez	Allexx	BII-	14	FT	H
	48	10	Rodriguez	Clara	BII-	14	FT	H

Monseñor Oscar Romero Charter School								
		#	Last Name	First Name	Position	Room	FTE	S/H
Administration	1	1	Zepeda	Freddy	Executive Administrator	A104	FT	S
	2	2	Duran	Paul	Coordinator of Instruction			S
	3	3	Gamez	Karina	Coordinator of Operations	A103	FT	S
	5	5	Cruz	Edwin	Coordinator of School Culture & Climate	A110	FT	S
	6	6	Jimenez	Cynthia	Coordinator of Community Schools		FT	S
Teachers	7	1	Guzman	Omar	6th Teacher- Math/Science	C101	FT	S
	8	2	Carbajal	Reynaldo	Teacher- Physical Education	C100	FT	S
	9	3	Aktar	Samia	8th Teacher- Science/Math	C116	FT	S
	10	4	Garcia	Richard	Teacher- ELD Teacher	C113	FT	S
	11	5	Guzman	Freddy	6th Teacher- Math/Science	C102	FT	S
	12	6	Harry	Tanya	6th Teacher- ELA/History	C202	FT	S
	13	7	Calvario	Yesenia	8th Teacher- Math/Science	C117	FT	S
	14	8	Menendez	Kelly	7th Teacher- ELA	C215	FT	S
	15	9	Montiel	Cinthia	Teacher- Resource Specialist	C103	FT	S
	16	10	Brown	Denyale	8th Teacher- ELA	C114	FT	S
	17	11	Reddy	Swati	7th Teacher- History	C214	FT	S
	18	12	Reiland	Sara	8th Teacher- History	C115	FT	S
	20	13	Gonzalez	Lizabet	Teacher- Resource Specialist	C103	FT	S
	21	14	Shenavai	Delyla	7th Teacher- Math/Science	C216	FT	S
	22	15	Sihn	Christine	6th Teacher- ELA/History	C203	FT	S
	23	16	Vargas	Vanessa	7th Teacher- Math/Science	C213	FT	S
SCC	24	1	Duarte	Steve	School Counselor		FT	S
	25	2	Sanchez	Jacqueline	SCC Manager	A110	FT	H
	26	3	Bernardino	Fabiola	Supervision Aide- Lead	N/A	FT	H
CS	27	1	Silva	Nicholas	Expanded Learning Coordinator (ELOP)		PT	H
	28	2	Vazquez	Alex	Youth Mentor		FT	H
Operations	29	2	Mejia	Kimberly	Program Coordinator	A102	FT	H
	30	3	Becerra Dado	Jennifer	Office Assistant	A102	FT	H
	31	4	Cruz	Maria	Custodian	N/A	FT	H
	32	5	Sandoval	Sandra Itzel	Meal Program Assistant		FT	
	33	6	Ruiz Palomino	Yanira	Meal Server	N/A	FT	H
Tutors	34	1	Dominguez	Jessica	Tutor - SpEd	C103	FT	H
	35	2	Aguirre	David	Tutor - SpEd	C103	FT	H
	36	3	OPEN		Tutor - SpEd BII (M/C) 8	C103	FT	H
	37	4	OPEN		Tutor- SpEd BII (S)	C103	FT	H
	38	5	Thomas	Sage (AM)	Tutor - SpEd BII (M/C) 8	C103	FT	H
	39	6	Carrillo	Saira	Tutor - Gen Ed (PE)	C103	FT	H

Bert Corona Charter High School								
			Last Name	First Name	Position	Room	FTE	S/H
Administration	1	1	Garcia	Max	Executive Administrator	Main Office	FT	S
	2	2	Fuentes	Yolanda	Assistant Executive Administrator- Operations	Main Office	FT	S
	3	3	Garcia	Nestor	Coordinator of Instruction	47	FT	S
	4	4	Pena	Isis	Coordinator of Community Schools	SCC	FT	S
	5	5	Soria	Christina	School Counselor Intern	47	FT	S
	6	6	Herrera	Julio	Coordinator of School Culture & Climate	SCC	FT	S
Teachers	7	1	Perez	Janette	Teacher- Resource Specialist	38A	FT	S
	8	2	Aguilar	Shari Ann Katlin	Teacher- Resource Specialist	38A	FT	S
	9	3	Matias Lopez	Juan	Teacher- Resource Specialist	38A	FT	S
	10	4	Crispo	Carlos	Teacher- History (All)	13	FT	S
	11	7	Campos	Oscar	Teacher- Algebra I /II	9	FT	S
	12	8	Ngatho	Stephen	Teacher - Math Geometry & Pre Calculus	10	FT	S
	13	9	Mietz	Shawn	Teacher- English 11 & 12	11	FT	S
	14	10	Rivera	Jennifer	Teacher- English 9 & 10	12	FT	S
	15	11	OPEN		Teacher- Chemistry/Physics	44	FT	S
	16	12	Rothenay	Mark	Teacher- Biology	45	FT	S
	17	13	Martinez	Nohemi	Teacher- Spanish	39	FT	S
	18	14	Miller-Chilton	Shana	Teacher- Reading Specialist	38B	FT	S
Operations	19	1	Rodriguez	Iliana	Office Assistant	Main Office	FT	H
	20	2	Cardenas	Maysha	Meal Program Assistant	Main Office	FT	H
	21	3	Yescas	Rosa	Meal Program Server	Main Office	PT	H
α	22	1	Gonzalez	Jose	Lead Supervision Aide		FT	H
Ϛ	23	1	Martinez	Salvador	Youth Mentor	47	FT	H
Tutors	24	1	Soriano	Vanessa	Tutor- SPED (9+9)	38	FT	H
	25	2	Lizarraga	Jasmine	Tutor- SPED BII (10)	38	FT	H
	26	3	Valdez Ortega	Antonio	Tutor- SPED BII (10)	38	FT	H
	27	4	Lopez Montoya	Ebony	Tutor- SPED BII (12)	38	FT	H
	28	5	Matias Lopez	Kimberly	Tutor- Dance	38	PT	H
	29	6	Amaya- Alfaro	Dailyn	Tutor- Media Arts	38	PT	H

YPICS Learning & Support Center						
	Last Name	First Name	Position	Room	FTE	S/H
1	King-Berg	Yvette	Executive Director	LSC	FT	S
2	Lavan	Ena	Chief Accountability Officer	LSC	FT	S
3	Dueñas	Ruben	Chief Operations Officer	LSC	FT	S
4	OPEN		Coordinator of Special Education	LSC	FT	S
5	Bradford	Ryan	Director of Technology and Integration	LSC	FT	S
6	Castrellon	Susan	Coordinator of Compliance	LSC	FT	S
7	Obando-Salguera	Jennifer	Coordinator of MTSS- Community Schools	LSC	FT	S
8	Lee	Kimberly	School Psychologist	LSC	FT	S
9	Paz	Amy	School Psychologist	LSC	FT	S
10	Marchell	Yesenia	Coordinator of Human Resources & Accounts Payable	LSC	FT	S
11	Martinez	Maria	Accounts Payable Clerk	LSC	FT	H
12	Santacruz	Jennifer	School Psychologist	LSC	FT	S
13	Gachuzo	Elida	Student Records	LSC	FT	H
14	Osorio	Jahaira	Accounts Payable/ HR Clerk	LSC	FT	H
15	Ochoa	Andres	Information Technology Technician- Lead	OR	FT	H
16	Lingat	Christopher	Information Technology Associate	BC	FT	H
17	Castillo	Aaron	Information Technology Technician	HS	PT	H



Bert Corona Charter School

Parent Involvement Policy

Bert Corona Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Bert Corona Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.bccs.ypics.org. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Bert Corona Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall to review this document.

Consistent with the requirements of section 1118(d) of the ESEA, Bert Corona Charter School will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.bccs.ypics.org. In addition, the

school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Bert Corona Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Bert Corona Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after-school programs

Consistent with the requirements of section 1118(f) of the ESEA, Bert Corona Charter School will provide opportunities for parents with limited English proficiency or disabilities to participate to the extent practicable. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at Bert Corona Charter School is Leticia Sepulveda (mssepulveda@coronacharter.org), the Coordinator of Community Schools. Dr. Kevin Myers (drmyers@coronacharter.org) is the Executive Administrator for Bert Corona Charter School.

Revised: 08/31/26



Monseñor Oscar Romero Charter School

Parent Involvement Policy

Monseñor Oscar Romero Charter School agrees to implement the following policy on parental involvement, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of Section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Monseñor Oscar Romero Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.morcs.ypics.org In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Monseñor Oscar Romero Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall to review this document.

Consistent with the requirements of section 1118(d) of the ESEA, Monseñor Oscar Romero Charter School will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.morcs.ypics.org. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Monseñor Oscar Romero Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Monseñor Oscar Romero Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after-school programs

Consistent with the requirements of section 1118(f) of the ESEA, Monseñor Oscar Romero Charter School will provide opportunities for parents with limited English proficiency or disabilities to participate to the extent practicable. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at Monseñor Oscar Romero Charter School is Cynthia Jimenez (cjimenez@romerocharter.org), the Coordinator of Community Schools. Freddy Zepeda (mrzepeda@romerocharter.org) is the Executive Administrator for Monseñor Oscar Romero Charter School.

Revised: 08/31/26



Bert Corona Charter High School

Parent Involvement Policy

Bert Corona Charter High School agrees to implement the following policy on parental involvement, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of Section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Bert Corona Charter High School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.bcchs.ypics.org. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Bert Corona Charter High School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall to review this document.

Consistent with the requirements of section 1118(d) of the ESEA, Bert Corona Charter High School will jointly develop a school-parent compact which outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.bcchs.ypics.org. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Bert Corona Charter High School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Bert Corona Charter High School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs such as the school's after-school programs

Consistent with the requirements of section 1118(f) of the ESEA, Bert Corona Charter High School will provide opportunities for parents with limited English proficiency or disabilities to participate to the extent practicable. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for parent/family involvement at Bert Corona Charter High School is Isis Pena (msguzman@coronacharter.org), the Coordinator of Community Schools. Max Garcia (mrmgarcia@coronacharter.org) is the Executive Administrator for Bert Corona Charter High School.

Revised: 08/31/26

Coversheet

Recommendation to approve Board Candidate Dr. Tony Jake to the Board of Trustees

Section: V. Items Scheduled For Action
Item: A. Recommendation to approve Board Candidate Dr. Tony Jake to the Board of Trustees
Purpose: Vote
Submitted by:
Related Material:
2026 0831 BoD Brief_ YPICS Executive Recommends Board Candidate Dr.. Tony Jake .pdf
Tony_Jake_Executive_Resume.pdf



August 31, 2026

TO: YPI Charter Schools
AD HOC Governance Board Selection Committee/Board of Trustees/

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Nomination of Board Candidate Dr. Tony Jake to the YPICS Board of Trustees

BACKGROUND

The Executive Leadership Team strongly recommends Dr. Tonysha "Tony" Jake for appointment to the YPI Charter Schools (YPICS) Board of Trustees following a comprehensive interview process and site evaluation at Bert Corona Charter School (BCCS).

ANALYSIS

Executive Evaluation & Mission Alignment

During her site visit to BCCS, Dr. Jake toured campus facilities and engaged in extensive dialogue with the YPICS Executive Director, Chief Operating Officer, and Executive Administrator. The interview evaluated her strategic mindset against the foundational YPICS vision:

- **Student Advocacy:** Creating an environment where every student is seen, heard, and valued.
- **Culture of Belief:** Sustaining a staff culture grounded in high expectations and genuine belief in student potential.
- **Civic & Academic Purpose:** Developing active citizens and lifelong learners equipped for higher education and beyond.

Dr. Jake demonstrated immediate alignment with these principles, combining a compassionate approach to student equity with executive rigor. Based on her operational insight and personal values, the executive team unanimously endorsed her candidacy for board governance.

Core Qualifications & Board Value

- **Financial Stewardship:** Brings 16+ years of executive financial leadership (VP of Administrative Services at Cypress College, former AVP of Finance & Business at CSUDH, corporate finance at Deloitte and JPMorgan Chase) to oversee multi-million-dollar operational budgets and financial compliance.
- **Facilities & Capital Operations:** Holds proven experience executing large-scale campus infrastructure projects, safety protocols, and public-private partnerships—directly benefiting facility management across BCCS, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.
- **Post-Secondary Pathways:** Her leadership across higher education institutions (USC, CSUDH, Cypress College) gives YPICS a strategic partner for expanding college bridge programs and career readiness initiatives.

Strategic Alignment Matrix

Assessment Area	Background & Credentials	Value to YPICS Board
Mission Integration	Interviewed by ED, COO, & Exec Admin	Validated commitment to student agency, active citizenship, and academic equity.
Fiscal Governance	VP of Finance; Deloitte & JPMorgan Chase	Ensures long-term financial sustainability, audit compliance, and resource allocation.
Operational Strategy	Capital project leadership & facilities planning	Strengthens physical infrastructure, campus safety, and operational scalability.

RECOMMENDATION

Dr. Jake's combination of corporate financial discipline, higher education administration, and validated commitment to the YPICS mission provides the Board of Trustees with vital expertise to support long-term organizational stability and student success. Therefore, the Executive Team recommends that the AD HOC Governing Board Selection Committee and the full Board of Trustees approve the nomination of Dr. Tony Jake to the YPICS Board of Trustees.

Attachments: *Resume Dr. Tony Jake*

Tony Jake, Ed.D, MBA

Vice President of Administrative Services / Chief Business Officer

Cypress, CA | Tonyshajake@gmail.com | 832-496-0932

Executive Profile

Senior higher education executive with 20+ years of progressively responsible leadership in administrative services, finance, operations, facilities, and auxiliary services. Proven record of strengthening fiscal integrity, modernizing systems, stabilizing infrastructure, and aligning districtwide operations with institutional priorities and student success. Trusted cabinet-level advisor with deep expertise in budget development, internal controls, capital planning, campus safety, procurement, compliance, and equity-centered leadership.

Core Competencies

Chief Business Officer Leadership • Fiscal Stewardship & Budget Development • Internal Controls & Audit Readiness • Facilities, Capital Planning & M&O • Campus Safety & Emergency Preparedness • Procurement & Contract Administration • Auxiliary Services & P3 Partnerships • ERP & Process Modernization • District Alignment & Shared Governance • Sustainability Initiatives • Equity-Centered Leadership

Professional Experience

Vice President of Administrative Services – Cypress College (April 2025 – Present)

- Delivered enterprise-level operational stabilization within the first 90 days, reducing audit exposure and institutional risk.
- Launched the college's first Budget Lunch & Learn series, reducing repeat budget inquiries by an estimated 30–40%.
- Funded HVAC life-extension projects, avoiding six-figure emergency repair costs.
- Digitized Facilities Modification Requests, cutting processing timelines by 50–60%.
- Implemented standardized Hospitality & Travel Request processes, reducing rework and approval delays by approximately 25%.
- Collaborated districtwide to align campus safety staffing models, producing six-figure annualized overtime cost avoidance.

Associate Vice President of Finance & Business – California State University, Dominguez Hills (2022 – Present)

- Oversight of Accounting, Student Financial Services, Budget (\$300M), and Procurement & Contracts.
- Led implementation of Questica, Transact, and ServiceNow financial systems.
- Eliminated \$44M in aged accounts receivable, significantly strengthening cash position and audit outcomes.
- Established an AVP Council to strengthen governance and cross-functional coordination.
- Partnered on major capital projects including recreation, dining, and affordable housing developments.

Assistant Dean of Finance & Administration – University of Southern California (2019 – 2022)

- Oversaw finance, procurement, IT, HR administration, facilities, and student services for two academic schools.
- Implemented a new budgeting model improving forecasting accuracy and alignment with academic priorities.
- Developed standardized intake and reporting processes, reducing ad hoc requests and improving turnaround times.
- Supported leadership decision-making through financial modeling and sensitivity analyses.

Director of Business Operations & Auxiliary Services – Lone Star College, University Park (2013 – 2019)

- Built and led full business services infrastructure for a start-up campus with a \$35M operating budget.
- Implemented budgeting and internal control frameworks shared at the Chancellor's Cabinet level.
- Generated \$2.6M in cost savings over two years through operational and policy improvements.
- Oversaw auxiliary contracts improving vendor accountability, service quality, and revenue stability.

Education

- Doctor of Education (Ed.D.), Northcentral University
- Master of Business Administration (MBA), Texas Southern University

- Bachelor of Science, Accounting & Health Administration, Texas Southern University

Honors & Leadership

- Jesse H. Jones Top 40 Under 40
- Leadership Houston – Class XXXVI
- Texas Business Hall of Fame Finalist

Coversheet

Recommendation to approve the YPICS Independent Study Agreement for 2026-2027

Section: V. Items Scheduled For Action

Item: B. Recommendation to approve the YPICS Independent Study Agreement for 2026-2027

Purpose:

Submitted by:

Related Material:

26-27 BoD Brief_ Approve YPICS Independent Study Agreement for 2026-2027 school year.pdf

2026-27 YPICS Independent Study Board Policy_Revised.pdf



August 31, 2026

TO: YPI Charter Schools
Board of Trustees/

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve YPICS Independent Study Agreement for 2026-2027 school year

BACKGROUND

The legislation authorizing independent study was enacted in 1976, and originally was designed to serve child actors, aspiring Olympic athletes, and other students whose schedules precluded regular classroom attendance. Over the years, independent study has evolved to serve a wide range of students.

Independent study (California *Education Code [EC]* sections 51745–51749.3) is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credentialed teacher or teachers.

Independent study can be used on a short-term or long-term basis.

ANALYSIS

During the first phase of our June 30, 2017 audit, our auditors recommended that the Independent Study Agreement be approved annually by the Board.

With new guidelines for Independent Study enacted with the final State budget (AB 130) as a result of the continued need for remote learning related to the pandemic, it is essential the YPICS Board of Directors understand how YPICS will implement Independent Study for the 2022-2023 school year and beyond.

The law firm of Young, Minney and Corr provided the following details related to AB 130:

AB 130 mandates updates to Independent Study agreements and will now require procedures for tiered re-engagement in response to student absenteeism, added documentation requirements and requiring a mandated level of live interaction and synchronous instruction for specific grade spans. The requirements for each grade span include:

- Grades 4 to 8: Opportunities for both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.*
- Grades 9 to 12: Opportunities for at least weekly synchronous instruction for all students throughout the school year.*

As defined in the new law, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction must be provided by the teacher of record for each student.

“Live interaction” means interaction between the student and charter school classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

Ms. King-Berg, Mr. Duenas, and multiple members of the executive team have participated in numerous webinars hosted by law firms and public school advisory organizations to ensure specific information regarding the changes to Independent Study initiated by AB 130 is clearly understood by all school participants and properly implemented.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Independent Study Agreement for 2026-2027.



INDEPENDENT STUDY POLICY

YPI Charter Schools (YPICS), which operates Bert Corona Charter Hgh, Bert Corona Charter Middle, and Monseñor Oscar Romero Charter Middle (collectively, the “Charter School”), may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School under the conditions set forth in this Policy which applies to all YPI Charter Schools (YPICS). Independent study is available for Charter School students who are unable to access on-campus instruction due to extended illness or other extenuating circumstances. Prior to approval of any independent study request, parents/guardians must meet with the Principal or Designee to develop a plan for the independent study.

Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the YPICS Board of Trustees for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum time that may elapse between the assignment and the date by which the pupil must complete the assigned work shall be ten (10) school days.
2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of ten (10) school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall

be treated as a mandatory interim pupil record. The record shall be maintained for three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned with grade-level standards that is substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
4. Charter School has adopted tiered reengagement strategies** for the following pupils:
 - a. All pupils who are not generating attendance for more than 10% of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month,⁵ as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- d. Verification of current contact information for each enrolled pupil;
- e. Notification to parents or guardians of the lack of participation within one (1) school day of the absence or lack of participation;
- f. Outreach from the Charter School to determine pupil needs, including connection with health and social services as necessary;
- g. When the evaluation described above under paragraph 2 is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction**:
 - a. For pupils in grades 6-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of

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 the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Charter School shall make available live scheduled video interaction.
 - b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each

pupil's teacher or teachers or record shall be as follows: Charter School shall make available live scheduled video interaction and/or virtual "office hours".

6. The following plan shall be utilized to transition** pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The Principal or designee will meet with the Family to discuss the transition back to in-person instruction and the effect, if any, the transition will have on student credit accomplishment. Any Family wishing to return to in-person instruction will be returned to in-person instruction within 5 instructional days.

**The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing connectivity and devices adequate for all pupils to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- 3
- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer

than one school year.

- f. A statement of the number of course credits or, for the elementary/middle school grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable, and all persons who have direct responsibility for providing assistance to the pupil. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, which may be a marking that is either computer-generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10

4

(commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3, and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
9. The Executive Director of Designee may establish regulations to implement these policies in accordance with the law.

Adopted: July 26, 2021

Revised: August 31, 2026

Coversheet

Recommendation to approve Resolution #2026-0831-01: Sufficiency of Instructional Materials

Section: V. Items Scheduled For Action
Item: C. Recommendation to approve Resolution #2026-0831-01: Sufficiency of Instructional Materials
Purpose: Vote
Submitted by:
Related Material:
2026 0831 BoD Brief_ Approve Resolution #2026-0831-01_ Sufficiency of Instructional Materials.pdf
Notice of Public Hearing Sufficiency of Textbooks and Instructional Materials 2026 0831.pdf
Board Resolution_ #2026-0831-01 Sufficiency of Instructional Materials.pdf



August 31, 2026

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

**SUBJECT: Recommendation to approve Resolution #2026-0831-01:
Sufficiency of Instructional Materials**

BACKGROUND

Education Code Section 60119 requires a public hearing and a resolution, approved by the Board, certifying the sufficiency of instructional materials prior to the end of the 8th week from the first day pupils attend classes. The notice of the hearing must be posted at least ten (10) days in advance in at least three public places within the school district and must state the time, place, and purpose of the hearing. The hearing may not be held during or immediately following school hours.

ANALYSIS

The materials purchased by the YPI Charter Schools are all on the State Board of Education (SBE) list of approved instructional materials, and YPICS continues to purchase sufficient materials to ensure a textbook or other related materials for each student at each grade level, 5th – 12th. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated, approved list of materials, the schools have supplemented the last adoption with appropriate resources to ensure the relevance of the content.

SB 820 modifies the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide Internet access. The bill also changes the sufficiency requirements of EC § 60119. To reflect these changes, “technology-based instructional materials” have been added to the resolution.

RECOMMENDATION

It is recommended that the Board of Trustees approve Resolution #**2026-0831-01**: Sufficiency of Instructional Materials.

Attachments: *Notice of Public Hearing; Sufficiency of Instructional Materials; Board Resolution #2026-0831-01*



Notice of Public Hearing

Sufficiency of Textbooks and Instructional Materials

The YPI Charter Schools (YPICS) will conduct a Public Hearing on Monday, August 31, 2026, at 6:00 P.M. in the YPICS LSC Office Conference Room and remotely via Zoom meeting:

August 31, 2026 – 6:00 P.M.
YPICS LSC Office Conference Room
10660 White Oak Avenue
Granada Hills, CA 91344
and

Via Zoom: <https://us06web.zoom.us/j/83257262192>

The purpose of the hearing is to present information in support of the approval of Board Resolution #.2026-0831-01, which attests to the **sufficiency of textbooks and instructional materials** at the YPI Charter schools as required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

Instructions for Presentations to the Board by Parents and Citizens

If you wish to make a public comment, please follow these instructions:

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a “Request to Address the Board” (on an agenda item or non-agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:
2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
3. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. <https://forms.gle/2iaU5zJsXCRrbgdj7>
4. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.
5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
6. Speakers should rename their Zoom profile with their real name to expedite this process.
7. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

The Public Hearing will be conducted in English. Persons interested in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Ms. Letty Sepulveda, Bert Corona Charter School Coordinator of Community Schools at (818) 252-5145; Ms. Cynthia Jimenez, Monseñor Oscar Romero Charter School Coordinator of Community Schools at (213) 412-1422; Isis Peña, Bert Corona Charter High School Coordinator of Community Schools at (818) 459-3433. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact either Executive Director Yvette King-Berg at (818) 305-2791, or Chief Operating Officer Ruben Duenas at (818) 401-4770.



Board Resolution #2026-0831-01

RESOLUTION OF THE BOARD OF TRUSTEES OF THE YPI CHARTER SCHOOLS

SUFFICIENCY OF INSTRUCTIONAL MATERIALS

WHEREAS, the governing board of the YPI Charter Schools, to comply with the requirements of *Education Code* Section 60119, held a public hearing on August 31, 2026, at 6:00 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

WHEREAS, the Board provided notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing; and;

WHEREAS, the Board encouraged participation by parents/guardians, teachers, and members of the community; and

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials, including technology-based instructional materials, were provided to all students, including English learners, in the YPI Charter Schools; and

WHEREAS, the definition of “sufficient textbooks or instructional materials, including technology-based instructional materials” means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials, or both, to use in class and to take home, which may include materials in a digital format, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials including technology-based instructional materials” also means that all students enrolled in the same course within the YPI Charter Schools have standards-aligned textbooks or instructional materials from the same adoption cycle; and

WHEREAS, sufficient textbooks and instructional materials, including technology-based instructional materials, were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects, and the YPI Charter Schools have provided

sufficient textbooks and materials as per the list included with the 8/31/26 Board packet (see attached).

NOW THEREFORE, it is resolved that for the 2026-2027 school year, the YPI Charter Schools have provided each pupil with sufficient textbooks or instructional materials, including technology-based instructional materials aligned to the academic content standards, consistent with the cycles and content of the curriculum frameworks, and the materials approved to date by the California State Board of Education.

PASSED, APPROVED AND ADOPTED this 31st day of August 2026 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Date: 8/31/2026

Mary Keipp, Board Chair

Sandra Mendoza, Board Secretary

Coversheet

Recommendation to Approve the YPICS Comprehensive School Safety Plan

Section: V. Items Scheduled For Action
Item: D. Recommendation to Approve the YPICS Comprehensive School Safety Plan
Purpose: Vote
Submitted by:
Related Material:
2026 0831 BoD Brief Final_ Recommendation to approve YPICS Comprehensive Safety Plan .pdf
2026_Comprehensive_School_Safety_Plan_Bert_Corona_Charter_School_20260828.pdf



August 31, 2026

**TO: YPI Charter Schools
Board of Trustees**

**FROM: Yvette King-Berg
Executive Director**

SUBJECT: Recommendation to approve YPICS Comprehensive School Safety Plan

BACKGROUND

California local educational agencies (LEAs) frequently rely on the J-13A process to preserve average daily attendance-based funding and receive instructional time credit when emergencies such as wildfires, severe weather, or public safety threats disrupt normal school operations. Beginning with emergency events that occur on or after July 1, 2026, J-13A approval will be conditioned upon an LEA certifying that it has a governing board or governing body-adopted Comprehensive School Safety Plan that includes a compliant Instructional Continuity Plan (ICP).

This represents a notable change to the J-13A approval process. Historically, Comprehensive School Safety Plans have required school-level adoption and submission to the school district or county office of education, but not governing board approval. Additionally, for emergency events occurring through June 30, 2026, Education Code Section (EC §) 46393 requires LEAs seeking J-13A approval to certify that they have a compliant independent study plan and submit both a certification and a copy of that plan. Governing board adoption of the independent study plan is not required.

ANALYSIS

For emergency events occurring on or after July 1, 2026, LEAs submitting a J-13A request must certify that:

- **The LEA has a governing board- or governing body-adopted Comprehensive School Safety Plan that complies with EC § 32282, including the required instructional continuity provisions.**
- **The LEA either implemented pupil engagement and instruction consistent with its ICP during the emergency event or, if extenuating circumstances prevented implementation, can explain why the plan could not be implemented and what engagement, instruction, and services were provided instead**

An LEA without a board-adopted Comprehensive School Safety Plan that includes a compliant ICP will be unable to obtain the certifications required for J-13A approval for events occurring on or after July 1, 2026, affecting that school.

LEAs will no longer submit a copy of an independent study plan as part of the J-13A process. Instead, they will submit a certification form for the ICP and implementation, attesting that they have a board-approved Comprehensive School Safety Plan for the affected school(s) containing a compliant ICP and that the plan was implemented during the emergency event, or explaining why implementation was not possible and what alternative supports were provided. The California Department of Education will post this certification form by June 30, 2026.

As emergency events become increasingly common, the Legislature has placed greater emphasis on proactive planning for instructional continuity.

RECOMMENDATION

It is recommended that the Board of Directors approve the YPICS Comprehensive School Safety Plan

Recommendation to approve Nomination of Board Candidate Dr. Tony Jake to the YPICS Board of Trustees

BACKGROUND

The Executive Leadership Team strongly recommends Dr. Tonysha "Tony" Jake for appointment to the YPI Charter Schools (YPICS) Board of Trustees following a comprehensive interview process and site evaluation at Bert Corona Charter School (BCCS).

ANALYSIS

Executive Evaluation & Mission Alignment

During her site visit to BCCS, Dr. Jake toured campus facilities and engaged in extensive dialogue with the YPICS Executive Director, Chief Operating Officer, and Executive Administrator. The interview evaluated her strategic mindset against the foundational YPICS vision:

- **Student Advocacy:** Creating an environment where every student is seen, heard, and valued.
- **Culture of Belief:** Sustaining a staff culture grounded in high expectations and genuine belief in student potential.
- **Civic & Academic Purpose:** Developing active citizens and lifelong learners equipped for higher education and beyond.

Dr. Jake demonstrated immediate alignment with these principles, combining a compassionate approach to student equity with executive rigor. Based on her operational insight and personal values, the executive team unanimously endorsed her candidacy for board governance.

Core Qualifications & Board Value

- **Financial Stewardship:** Brings 16+ years of executive financial leadership (VP of Administrative Services at Cypress College, former AVP of Finance & Business at CSUDH, corporate finance at Deloitte and JPMorgan Chase) to oversee multi-million-dollar operational budgets and financial compliance.
- **Facilities & Capital Operations:** Holds proven experience executing large-scale campus infrastructure projects, safety protocols, and public-private partnerships—directly benefiting facility management across BCCS, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.
- **Post-Secondary Pathways:** Her leadership across higher education institutions (USC, CSUDH, Cypress College) gives YPICS a strategic partner for expanding college bridge programs and career readiness initiatives.

Strategic Alignment Matrix

Assessment Area	Background & Credentials	Value to YPICS Board
Mission Integration	Interviewed by ED, COO, & Exec Admin	Validated commitment to student agency, active citizenship, and academic equity.
Fiscal Governance	VP of Finance; Deloitte &	Ensures long-term financial

	JPMorgan Chase	sustainability, audit compliance, and resource allocation.
Operational Strategy	Capital project leadership & facilities planning	Strengthens physical infrastructure, campus safety, and operational scalability.

RECOMMENDATION

Dr. Jake's combination of corporate financial discipline, higher education administration, and validated commitment to the YPICS mission provides the Board of Trustees with vital expertise to support long-term organizational stability and student success. Therefore, the Executive Team recommends that the AD HOC Governing Board Selection Committee and the full Board of Trustees approve the nomination of Dr. Tony Jake to the YPICS Board of Trustees.

Attachments: *Resume Dr. Tony Jake*

Comprehensive School Safety Plan

2026-27 School Year

School: Bert Corona Charter School (BCCS)

CDS Code: 19647330106872

District: Bert Corona Charter School

Address: 9400 Remick Ave
Pacoima

Date of Adoption: 03/01/2026

Date of Update: 03/01/2026

Date of Review:

- with Staff 03/24/2026
- with Law Enforcement 09/30/2025
- with Fire Authority 08/2026

Approved by:

Name	Title	Signature	Date
Dr. Myers	Executive Administrator		
Mr. Daniel Riios	Director of Operations		
Ms. Mariana Myers	Coordinator of Instruction		
Mr. Joseph Arreola	Coordinator of School Climate and Culture		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Bert Corona Charter School Main Office.

Safety Plan Vision

It is the policy of the YPICS Board of Directors that all students enrolled in its schools, and all employees of the organization, have the right to attend campuses which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. The Board intends that parents, students, teachers, administrators,

counselors, classified personnel, and community agencies collaboratively develop the school safety plan. The school safety committee will review the plan on an annual basis and proposed changes will be submitted to the Board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Bert Corona Charter School (BCCS) Safety Committee

Dr. Kevin Myers, Executive Administrator
Mr. Daniel Rios, Director of Operations
Ms. Mariana Myers, Coordinator of Instruction
Mr. Joseph Arreola

Assessment of School Safety

08/01/2023

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Lock Down Response
Lock Down no response
Fire Drills
Earthquake Safety Drills

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The Charter School will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Mandated Reporter Requirements

Any YPICS employee who has a reasonable suspicion that child abuse or neglect has occurred or is occurring is required by law to file a suspected child abuse report with the appropriate child protective services agency, such as the local police, sheriff's department, or the Department of Children and Family Services. Suspected child abuse or neglect reports are confidential as to the identity of the employee or individual making such a report.

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any police department (excluding a school district police/security

department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. Child Protective Services (CPS)
Child Abuse Hotline: 1-800-540-4000

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade and class.
- c. The names, addresses and telephone numbers of the child's parents/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her.

Staff Conduct with Students

YPICS is committed to ensuring those employees and all individuals who work with or have contact with students, conduct themselves with students in a way that is supportive, positive, and professional. YPICS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

California law prohibits the use of corporal punishment (i.e., infliction of physical pain) against students. However, a teacher, director, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a student that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of students, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition to and do not supersede the provisions of Section 49000 of the California Education Code.

Parents/guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

Abuse of Student at a School Site

The appropriate local law enforcement agency shall investigate complaints filed by parents/guardians of students against a school employee or other person that commits an act of child abuse at a school site.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Adaptations for Students with Disabilities

Preparation and Mitigation for Students with Disabilities

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety

and implementation of any necessary documentations during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students in special education and general education may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of these students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring students and others on campus with disabilities and other special needs are considered throughout the ongoing development of the plan.

Identification of Students with Specific Needs

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency.

Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency. Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans

- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan (BRP)]

The list of students with specific needs can be entered with an "Alert" (under the student's Record Navigator) of the Welligent system that stores Special Education student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Students with special needs may also be located in the the Student Information System (SIS).

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs is readily available. Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students, as it directly impacts the response actions of those teams. Also share this information with the Site Safety Staff to make sure that specific supplies are available such as diapers, wheelchairs, etc. They should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources, such as buses. The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

? Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.

? Emergency contact information for each identified student with specific needs. Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Teams and the Logistics Team should know where to get copies of the list during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Specific Needs

administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills Incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age, ability, and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as

part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area.

All students with evacuation challenges must be identified and know:

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (Rescue-Seat, Evac+ Chair, etc.)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area.

Preparing to Shelter and Care for Students with Specific Needs

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although it might not mention items that are only needed outside of school

hours. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them.

Public Agency Use of School Buildings for Emergency Shelters

There are centralized procedures that are followed before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The school site Lead Administrator may recommend disciplinary action for misconduct that occurred on or off school grounds; going to or returning from school or a school sponsored activity.

In-School Suspension

In-school suspensions may be issued based on the severity of a particular behavior, or a student's disciplinary history. In-school suspensions are issued by school administrations after review of the warranting incident. Parents/guardians will be contacted by telephone and/or an in-school suspension form sent home for parents/guardians to sign and return to the school. Students are placed in the administrator's office to complete classroom assignments. Students eat lunch and spend their recess in the office. Students who are disruptive during in-school suspension and/or fail to complete assigned work may additional disciplinary consequences.

Out-of-School Suspension

Suspension refers to removal of a student from ongoing instruction for adjustment purposes. Out-of-school suspensions are given to student who break the California Education code and thereby creating an unsafe learning environment. Suspensions can range from one to five days and will include instructional support. Parents/guardians will be required to attend an in person meeting with school administration and will be given a formal notice of suspension. Upon return from an out-of-school suspension, the student and parent/guardian will be required to meet with school administration prior to readmittance into the classroom. Additional supports will be put in place in order to ensure that the student's behavior which warranted the out-of-school suspension does not reoccur.

Expulsions

Expulsion refers to the removal of a student from a school for an extensive period time due to a student persistently violating school rules, or for a single offense of appropriate severity in extreme cases.

For the complete code administrators must follow when considering student suspension and/or expulsion please refer to the Matrix for Student Suspension and Expulsion Recommendation from the LAUSD.

Additional Information for Students with Disabilities

Students with disabilities are expected to follow the codes of conduct specified in the Discipline Code. Parents/guardians should review the codes of conduct with your student so that he/she is aware of what behavior is expected at school. When a student who receives special education services is suspended or before that student can be recommended for expulsion the law requires additional procedures and considerations. Student who receive services through an IEP or through a 504 plan cannot be suspended for more than 10 days in a school year unless the IEP/504 team conducts a manifestation determination. For more information, please contact the Director of Special Education and/or refer to the A Parent's Guide to Special Education Services (Spanish).

Process for Out-of-School Suspension and/or Expulsion

Authority

The Chief Operations Officer may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act. The Director of Operations and Director/Coordinator of School Culture and Climate may suspend a student and will act as the designee for the Chief Operations Officer in regards to suspensions.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Chief Operations Officer or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Chief Operations Officer or his/her designee. The conference may be omitted if the Chief Operations Officer or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Chief Operations Officer or his/her designee by phone and letter of the student's rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, the Chief Operations Officer or his/her designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension by the Chief Operations Officer or his/her designee. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Chief Operations Officer or his/her designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay to the Chief Operations Officer or his/her designee.

SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION SUSPENSIONS

Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The school will provide classroom material and current assignments to be completed at home by the student during the length of the suspension. Arrangements will be coordinated By the Chief Operations Officer and the Director of Instruction to provide the students with classroom materials and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pick up at the main office. Specific arrangements will be coordinated by the Director of Instruction to make up a missed test/assessment. The Chief Operations Officer or his/her designee will work with the student's classroom teachers to collect student assignments and ensure that the parents of the student and the student receive the assignments, explanations, and support necessary to complete the assignments.

Upon a recommendation of Expulsion by the Chief Operations Officer the pupil and the pupil's parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Operations Officer or his/her designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

SUSPENSION APPEAL

If the Director of Operations and Director/Coordinator of School Culture and Climate suspended the student, the parent and student may contest a suspension through a meeting with the Chief Operations Officer, and then the Executive Director, and then the Board of Directors. If the Chief Operations Officer initially suspended the student the parent can appeal in writing within one week of the decision to the Executive Director.

The Chief Operations Officer will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts: Parent(s) or guardian meets with the Chief Operations Officer and/or his/her designee.
If not resolved, parent(s) or guardian may submit concern in writing to the Executive Director.
The Executive Director will render a final decision on the matter.

EXPULSION PROCEDURES

The Board of Directors grants the Discipline Committee the authority to expel a student. A student may be expelled either by the Discipline Committee following a hearing before it or by the Charter School Board of Directors upon conducting an expulsion appeal. The Discipline Committee does not include any of the administrators involved in the initial student discipline. The Discipline Committee consist of at least three to a maximum of five members who are certificated employees from another charter school and are neither a teacher of the pupil or a Board of Directors member of the Charter School's governing Board of Directors. The Discipline Committee may make an expulsion decision for any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Operations Officer determines that the pupil has committed an expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least Ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

The date and place of the expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

YPICS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Chief Operations Officer or the Executive Director. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the Executive Director, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The Executive Director may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The Executive Director may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in

school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Executive Director from removing a support person whom the presiding person finds is disrupting the hearing. The Executive Director may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Executive Director shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Executive Director shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Executive Director from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Discipline Committee or Executive Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. The findings of fact will be presented to the Board of Directors at the next scheduled board meeting, Board of Directors meetings are held monthly. The Board of Directors will hear a summary report of the findings of fact and vote to accept or reject the recommendation of the Discipline Committee. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In addition to the procedures detailed in the previous sections that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board's decision of expulsion within 30 days, in accordance with Education Code Section

48919, in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Board of Directors. An appeal hearing will be held by the Board of Directors, and its decision will be final. The hearing will occur within 30 working days of the parent's written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. YPICS will strive to schedule the hearing to accommodate the parents' presence. The Board of Directors will make a decision within 5 days of the appeals hearing. The Board of Director's decision is final.

EXPULSION APPEAL

Parents/guardians may appeal the Discipline Committee's decision of expulsion within three weeks of the of the date of the expulsion. The expulsion appeal must be made in in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Executive Director who will convene a meeting of the Board of Directors. The Board of Directors will preside over an appeal hearing. The appeal hearing will be held within 30 working days of the parent's written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. The expulsion appeal will follow the same process as the expulsion hearing The appeal hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least Ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

The date and place of the appeal of expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the appeal hearing;

The opportunity to confront and question all witnesses who testify at the appeal hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The Board of Directors will make a decision regarding the appeal hearing within 5 days of the conclusion of the appeals hearing. The decision of the Board of Directors is final.

WRITTEN NOTICE TO EXPEL

The Chief Operations Officer, following a decision to expel after an expulsion hearing or expulsion appeal, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact present at the hearing, to the student and parent/guardian. This notice shall also include the following:

Notice of the specific offense(s) committed by the student

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with YPICS

The reinstatement eligibility review date;

The type of educational placement during the period of expulsion;

A notice of appeal rights/procedures.

The Chief Operations Officer or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, YPICS shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health

information.

If a student is expelled from the YPICS, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. YPICS shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion term of expulsion
- rehabilitation plan
- reinstatement notice with eligibility date
- instructions for providing proof of student's compliance for reinstatement
- appeal process
- options for enrollment

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers are informed by school administrators and all administrators and staff follow applicable law.

(E) Sexual Harassment Policies (EC 212.6 [b])

YPICS is committed to maintaining a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of YPICS policy. YPICS considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in Grades 4 – 12. Any student or employee of the YPICS who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. YPICS prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them.

Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.

Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to unwelcome:

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendos

or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.

- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats, demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses and/or offers of benefits.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

For more information or assistance with student or parent/guardian concerns, contact the administration office.

Bert Corona Charter School
(818) 834-5805

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In order to maintain an appropriate educational atmosphere and ensure safety and security in the school and the community, the following dress code will be strictly enforced. We reserve the right to edit this list in the interest of providing a safe environment for all.

Bert Corona Charter School:

- Shirts must have collars and be tucked into waistband. Bert Corona Logo is required.
- Students in 5th grade must wear a gray polo shirt.
- Students in 6th grade must wear a white polo shirt.
- Students in 7th grade must wear a light blue polo shirt.
- Students in 8th grade must wear a navy blue polo shirt.
- Pants and all bottoms must be navy blue and fit at the waist.
- Walking shorts, skirts or culottes cannot be more than 3 inches above the knee or more than two inches below the knees.

Clothing not permitted:

- Jeans, denim pants, jeggings, or tights of any kind are not permitted.
- Excessively oversized garments are not permitted.
- Cargo pants/shorts are not acceptable uniform pants. Pants that are frayed or slit at the bottom cannot be worn.
- Sweatpant and windbreaker pants cannot be worn as part of the uniform.
- Sweatpants are worn only in PE as determined by the PE teacher.
- Students are not allowed to wear exceedingly tight or oversized shirts.
- Long sleeved shirts cannot be worn over or under the uniform shirt
- Clothing items representing sports teams
- Clothing with sports equipment or designer logos such as Adidas, Nike, Reebok, etc.

1. All hooded, zippered, pullover, fleece sweaters and sweatshirts must be aligned with the school dress code and colors. Sweatshirts cannot be worn under the uniform shirt.
2. Only white short sleeved or tank top undershirts may be worn under the uniform shirt, and cannot be visible at the bottom, or at the sleeves.
3. Jackets, including windbreaker jackets, must be solid colors with no lettering of any kind. Heavy jackets should be worn only in extreme inclement weather. Jackets should be hip length. Trench coats, long or oversized jackets, varsity jackets, and denim jackets are not permitted.
4. Student must follow dress code guidelines on non-uniform days.
5. Students must follow dress code guidelines on spirit days that are approved by administration
6. Students who do not come to school in appropriate dress code will be referred to school administration for parent communication.

Dress Code Standards for Accessories:

1. **JEWELRY:** Students may wear one pair of small earrings (one earring per earlobe). Large hoop earrings, spacers, gauges (or any similar items) are not allowed. Facial and/or body piercing and jewelry that could pose a danger is not permitted. Wallet chains or chains are not allowed. Only one bracelet per wrist may be worn at a time and no wristbands will be permitted.
2. **SHOES / SOCKS:** Sandals, open-toed shoes, or shoes with a back strap are unsafe and not allowed. Shoes should cover the entire foot. Socks must be worn with shoes at all times. Shoes should be worn as intended and properly laced. No leggings, tights or leg warmers are allowed.
3. **BELTS:** Belt buckles should be plain with no letters or pictures of any kind. Students who do not wear their pants according to the dress code may be asked to wear a belt.
4. **HATS/GLOVES/SCARVES:** Students are not allowed to wear hats, hoods, caps, scarves or gloves except in cases of extreme inclement weather and never in the classroom.
5. **MAKE-UP:** Make up is discouraged. Students may only wear makeup if written permission is given to the school by the parent or guardian. Make-up must be used in an appropriate manner and must not be distracting. Heavy lip liner, heavy eyeliner, glitter, or stickers are not allowed. Extreme hair colors or styles are not permitted. Make-up cannot be brought to school.

Gang Risk Intervention Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
 - Provide staff development regarding gang prevention and intervention strategies.
 - Provide parent in-service training regarding gang membership and activities.
 - Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
 - Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
 - Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information.
- Probation officers can assist with students who are on probation.

The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Visitors include all persons on campus who do not attend or work for YPICS, including independent workers.

Visitors to School Campuses Policies & Procedures

All campus visitors must have the consent and approval of the school Administration. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Director of Operations has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity.

Visitors are expected to

- Follow the established school policy in requesting a classroom visitation.
- Report to the school main office when entering the school.
- Sign-in and sign-out.
- State purpose of visit.
- Receive and wear a visitor's badge.
- Enter and leave the classroom as quietly as possible
- Refrain from any behavior which distracts from instructional environment/school schedule/routine.
- Not converse with the students, teacher and/or instructional aides during instructional time.
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or Director of Operations after the visit, if needed.
- Return the visitor's badge to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Bert Corona Charter School (BCCS) Student Conduct Code**

We will build a positive school culture and climate for our citizen scholars through the use of a schoolwide positive behavior interventions and supports that include the expectation that our students will be safe, responsible, and respectful. With encouragement and specifically designed learning opportunities, students will develop positive character traits of a citizen scholar. Students will have the opportunity to engage in a school climate where they feel comfortable and have a desire to participate in school culture.

To accomplish this mission, YPI Charter Schools will:

create a safe and collaborative environment in which kids have the opportunity to participate in a variety of sports, clubs, leadership development and other student activities.

provide support systems needed for all areas of adolescent development, including counseling, mentorship, and social skills development.

train teachers to ensure they have the skills they need to work with all students. Professional Development will include trainings on positive behavior supports, restorative practices, conflict resolution, classroom management, and student engagement strategies.

measure program success through an intentional collection of a variety of data, including:

Office discipline referrals

Surveys

Grades

Attendance

Presentations of learning

Behavioral Statement of Purpose

In encouraging our students to be Safe, Respectful, and Responsible, we are providing our citizen-scholars with the skills to become leaders in their communities.

Teaching Positive Behaviors

Through a combination of lesson plans, assemblies, defined and operationalized behavior expectations, students will be taught the necessary tools needed to be successful in school. All staff will work together to ensure students know the appropriate way to behave in all school and community environments in order to prevent problem behaviors from occurring.

Guiding Expectations:

1. Be Safe
2. Be Respectful
3. Be Responsible

YPICS promotes school wide positive behavioral expectations.

Conduct Code Procedures

Problem behaviors are operationally defined AND can be found in the Disciplinary Code. YPICS distinguishes between minor and major behaviors as follows:

Minor behaviors are incidents in which the student engages in brief, low intensity, and/or situationally inappropriate behaviors that can be managed by the classroom teacher and do not warrant an office discipline referral. These behaviors generally affect the student only and do not significantly affect the learning of other students.

Major behaviors are incidents that interfere with on-going education of others, threatens safety, harmful or illegal acts, and/or is of a severity requiring more extended intervention (e.g. more than 1 min).

When expectations are not met, clear, consistent and predictable consequences are used to achieve the following functions:

Prevent a problem behavior from being rewarded

Prevent a problem behavior from escalating
 Prevent a problem behavior from interrupting instruction for others
 Provide a teaching opportunity
 Redirection of problem behavior

For the complete terms and definitions of all minor and major behaviors, as well as the possible consequences for those behaviors, please refer to the Disciplinary Code.

Responses to Minor Behaviors (Teacher/Staff Managed)

The following consequences will be used by classroom teachers and staff for minor behaviors in a progressive manner.

Verbal/Visual Warning

Students are given a verbal or visual reminder to redirect the problem behavior and demonstrate safe, responsible and respectful behaviors.

Behavior Reflection

If problem behavior continues, the student may be required to complete a behavior reflection in which they have the opportunity to reflect on their behavior and make the necessary corrections. Students are required to show their behavior reflection to their parents and bring back the signed reflection on the following school day.

Parent/Guardian Communication

Teachers/Staff will communicate with parents /guardians via telephone, email, text or in person if the problem behavior continues. The purpose of this communication is to inform the student's parents/guardians about the ongoing problem behavior, and together find a solution to the issue so that the problem behavior does not reoccur.

Make Up Time

Make up time is given to students to allow instruction to continue in the classroom with minimal interruption as well as give students the opportunity to make up instructional minutes lost. If students are assigned make up time, they will be given 15 minutes to eat during lunchtime and 5 minutes to eat during nutrition time. Any student who does not follow the expected rules during make-up time may be given additional make-up time during or after school.

Office Discipline Referral

Referrals are issued to students who have reached a level of behavior that warrants their removal from the classroom or yard for additional office managed behavioral interventions.

Response to Major Behaviors (Office Managed)

The following consequences may be assigned by school administrators for major behaviors based on the severity of the particular behavior and the student's disciplinary history. The school site Lead Administrator may recommend disciplinary action for misconduct that occurred on or off school grounds; going to or returning from school or a school sponsored activity.

After School Detention

After school detention is issued by an administrator to a student who has broken a school or classroom rule. Date and time of detention time will be decided by school administrator. A minimum of one day written notification notice will be given prior to the serving date to allow for parent/guardian notification. Parents/guardians are responsible for student transportation. Failure of a student to serve after school detention, or inappropriate behavior during after school detention will result in progressive disciplinary consequences.

Classroom Suspension

California law allows classroom teachers to suspend students from the classroom for the day of the suspension and the day following. The student will be under supervision of appropriate staff at the school site during their classroom suspension. As soon as possible, the teacher shall ask the parent/guardian to attend a parent-teacher conference regarding the suspension.

Required Parent/Guardian Accompaniment

Teachers are authorized to require the parent/guardian of a student who has been suspended by a teacher to attend a portion of a school day in the classroom of his or her student. The teacher will take into account reasonable factors that may prevent the parent/guardian from accompanying the student. The attendance of the parent/guardian shall be limited to the class from which the student was suspended.

In-School Suspension

In-school suspensions may be issued based on the severity of a particular behavior, or a student's disciplinary history. In-school suspensions are issued by school administrations after review of the warranting incident. Parents/guardians will be contacted by telephone and/or an in-school suspension form sent home for parents/guardians to sign and return to the school. Students are

placed in the administrator's office to complete classroom assignments. Students eat lunch and spend their recess in the office. Students who are disruptive during in-school suspension and/or fail to complete assigned work may additional disciplinary consequences.

Out-of-School Suspension

Suspension refers to removal of a student from ongoing instruction for adjustment purposes. Out-of-school suspensions are given to student who break the California Education code and thereby creating an unsafe learning environment. Suspensions can range from one to five days and will include instructional support. Parents/guardians will be required to attend an in person meeting with school administration and will be given a formal notice of suspension. Upon return from an out-of-school suspension, the student and parent/guardian will be required to meet with school administration prior to readmittance into the classroom. Additional supports will be put in place in order to ensure that the student's behavior which warranted the out-of-school suspension does not reoccur.

(K) Hate Crime Reporting Procedures and Policies

The YPICS Discipline Code is followed.

(J) Procedures to Prepare for Active Shooters

The School Uses its Lock Down- No Response procedures and drills.

Procedures for Preventing Acts of Bullying and Cyber-bullying

YPICS is committed to providing a safe learning and working environment. We will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the YPICS jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

YPICS defines bullying behavior as: the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering to another individual or group of individuals when there is an imbalance of real or perceived power. Such action creates an objectively hostile or offensive environment for the target and causes or is likely to cause negative and harmful conditions for the target.

Bullying behaviors may include, but are not limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyberbullying: Sending insulting or threatening messages by phone, email, web sites or any other electronic or written communication.

Administrators and staff are responsible for creating an environment where the entire school community understands that bullying behavior is inappropriate and will not be tolerated while in school, at school-related events, and traveling to and from school. YPICS policy requires that all schools and all personnel promote an environment of mutual respect, tolerance, and acceptance among students and staff. Students must also take responsibility for helping to create a safe environment.

For assistance with issues regarding bullying, please contact your school site administration.

Opioid Prevention and Life-Saving Response Procedures

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered per the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the YPICS Executive Administrator or designee shall develop protocols that shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request YPICS' permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented to preserve campus security, minimize instructional interruptions, and promote student safety and privacy.

The Executive Administrator or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Executive Administrator or designee or any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Executive Administrator or designee shall train and distribute Narcan Kits to YPICS school staff and replace if used or expired.

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the YPICS Governing Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Executive Administrator or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable, and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students following the law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Executive Administrator or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. Subdivision (b) of Section 1799.102 of the Health and Safety Code: No person who in good faith, and not for compensation, renders emergency medical or nonmedical care at the scene of an emergency shall be liable for any civil damages resulting from any act or omission. "Good Samaritan" provisions, which encourage bystanders to administer naloxone and to summon emergency responders in a timely manner, without fear of arrest or other negative legal consequences.

The Executive Administrator or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Ensuring the safety and well-being of everyone involved is paramount when dealing with dangerous, violent, or unlawful activities. Immediate Actions:

Prioritize safety: Ensure your own safety and the safety of others by removing yourself or others from immediate danger if possible. Call emergency services (police, fire department, etc.) if necessary.

Assess the situation: Gather information about the nature of the threat, potential number of people involved, and any ongoing actions. Do not put yourself at risk to gather information.

Alert authorities: Notify the appropriate authorities based on the nature of the threat. This may include security personnel, school administration, building management, or law enforcement.

Secure the area: If possible and safe to do so, try to contain the situation by locking doors, securing entrances, or restricting access to the area.

Follow emergency protocols: If your organization has established emergency response plans, follow them step-by-step. These plans may include evacuation procedures, lockdown procedures, communication protocols, etc.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by Bert Corona Charter School (BCCS) on August 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Bert Corona Charter School (BCCS) will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ✎ Short messaging service (SMS)
- ✎ Phone Calls
- ✎ Email

- School Portal
 - Social Media
 - Flyers
- BCCS website (<https://bccs.ypics.org/>) and YPICS website (<https://www.ypics.org/>)

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Essential school site staff, including administrative staff and clerical staff are assigned cellphones that are on the FirstNet Network (National First Responder Cellular Network). Should a major disruption occur, these staff members would use their FirstNet cellular phone to contact families directly through phone calls and/or text messages.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The MTSS Team would identify students with social-emotional, mental health, and academic needs and refer to them to services. As a Community School, the charter school partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners are unable to meet with student(s) in-person on the school campus, the provider will use "Zoom" to meet with the student virtually.

BCCS teachers, tutors, and after school program staff will also host virtual sessions on "Google Meet" to support with academic support and enrichment activities.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Bert Corona Charter School (BCCS) will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality

- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Meals are provided by an external contracted vendor since the charter school does not have access to a kitchen on site.

Remote Instruction

Plans for remote instruction.

As required, Bert Corona Charter School (BCCS) remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

"Google Classroom" will be the platform to house all instructional materials including links for synchronous (direct) instruction via "Google Meet" and links to learning resources.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Each student receives a Google Chromebook with the Google Suite of applications including "Google Classroom", pre-installed. The school purchases digital textbook licenses from publishers for each student to access standards-aligned instructional/curricular materials. Additional instructional materials may be provided as electronic documents (e.g., pdf, Google Docs, etc.) or links on the "Google Classroom" platform.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

"Google Classroom" is the platform for accessing instructional materials and for the submission of completed assignments to the teacher.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Bert Corona Charter School (BCCS) provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

BCCS is a single LEA charter school authorized by the Los Angeles Unified School District.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Students: Regular daily communication between the teacher and students will occur through "Google Classroom." "Google Meet" will be used for virtual meetings with students on a daily or weekly basis, as needed.

Parents/Families: Weekly parent communication will occur through text messages and news updates on the school website.

Faculty/Staff: Internal communications will occur daily and weekly using "Slack" (electronic messaging) and "Google Meet".

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All students are issued a Chromebook for educational use during their enrollment at BCCS.

All educators are issued a laptop and tablet for instructional purposes.

The "Google Classroom" platform houses all assignments, education links, and educational resources to ensure continuity of the students' educational program. Students who do not have reliable internet access at home will be issued a hotspot. Students may also request for headphones to be provided.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Standards-aligned learning assignments will focus on essential standards. Educators will establish clear learning objectives and monitor each student's learning progress by evaluating work submitted via "Google Classroom" on daily and weekly basis. Educators will hold additional support sessions (i.e., check ins, tutoring) as needed, via "Google Meet". Teachers will also hold Virtual Office Hours weekly.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students are issued Chromebooks. Hotspots will be issued to students without internet access. Upon request, student will be issued headphones.

Students with Disabilities (SWD): These students will continue to receive the services designated in their most recent Individualized Education Plan (IEP). Academic services will be provided by core teachers and the Resource Specialist Program (RSP); additional services as called for in the IEP will be coordinated by the RSP through the use of contracted vendors.

English Learners (EL): Students classified as EL will continue to receive their designated ELD program from their ELD Specialist. ELD specialist will provide ongoing progress monitoring of student progress in basic English language skills acquisition.

Homeless or Foster Youth: The charter school will remain open for enrollment to any student experiencing homelessness. For both Foster and Homeless students, the Community Schools staff will coordinate community resources and additional school-based supports these students may require.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with IEPs will have access to core teachers, as well as, additional instructional time with the RSP per the IEP. Other related services including occupational therapy (OT), speech language therapy (SLP), and designated instructional services (DIS) counseling will be provided virtually (e.g., Zoom or Google Meet). If possible, services would be provided in-person using appropriate safety protocols. Assessments and IEP meetings will be conducted using "Google Meet" or in-person depending on the type of emergency or disruption of traditional educational program delivery. IEP meetings may also be held via conference call should the parent request this mode of communication to conduct the meeting.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students' grades will be consistently monitored for English language progress, and through grade-level team meetings including the ELD Specialist. EL students will also have access to core teachers as well as additional instructional time with the ELD Specialist, as needed.

Redesignated Fluent English Proficient (RFEP) students will be monitored for the period required by law to ensure they continue to increase mastery of English.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Professional Learning Opportunities: Per the LAUSD-approved charter petition, the charter school has professional learning opportunities each week for instructional staff and would be held virtually on "Google Meet" should in-person meetings be prohibited under an emergency. To ensure relevance of professional development, teachers would be surveyed to identify specific needs they may have in order to provide high quality learning experiences to students under remote instruction. Virtual classroom observations will be conducted by administrator(s) on a weekly or monthly basis, as needed.

Remote assessment(s): Staff would follow all guidelines set forth by the State to complete state-mandated assessments. "Google Meet" and "Go Guardian" will be employed to proctor/monitor and administer assessments via a secured browser. If permitted, students would be brought to campus to complete state and internal assessments.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The MTSS Team will assist in monitoring and supporting the mental health and social well-being of students and staff. As a Community School, the charter partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners cannot meet with a student in-person on the school campus, the provider will use "Zoom" to meet with the student virtually. All staff will continue to receive professional development on support students and staff applying a trauma-informed approach.

Plans to provide access back-up, water and medicines in the event of an emergency.

If the emergency occurs while students are on campus, the BCCS community would access the emergency water supply stored on campus, as well as the other emergency supplies such as toilets and food.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Students with IEPs will have access to core teachers, as well as, additional instructional time with the RSP per the IEP. Other related services including occupational therapy (OT), speech language therapy (SLP), and designated instructional services (DIS) counseling will be provided virtually (e.g., Zoom or Google Meet). If possible, services would be provided in-person using appropriate safety protocols. Assessments and IEP meetings will be conducted using "Google Meet" or in-person depending on the type of emergency or disruption of traditional educational program delivery. IEP meetings may also be held via conference call should the parent request this mode of communication to conduct the meeting.

BCCS partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners cannot meet with a student in-person on the school campus, the provider will use "Zoom" to meet with the student virtually.

BCCS teachers, tutors, and after school program staff will host daily/weekly virtual sessions via "Google Meet" to provide academic support (i.e., tutoring) and enrichment activities for students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, Director of Technology Integration, lead teachers, and parent representatives from the School Advisory Committee (SAC) will work together to review this plan annually and make recommendations for improvements. Should an emergency occur, this team will meet immediately following the emergency event to assess the need for changes to the ICP (i.e., improvements, corrections, new/updated resources, etc.)

The School Advisory Committee (SAC) will be responsible for the annual review and ensure quality implementation of the Instructional Continuity Plan (ICP).

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Appropriate number of staffing to ensure student safety
- Food available to feed students through meal program

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Bert Corona Charter School (BCCS)'s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Bert Corona Charter School (BCCS)'s Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Bert Corona Charter School will include the ICP as part of the Comprehensive School Safety Plan (CSSP).

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan will be reviewed annually in September by the SAC. Any revisions or updates to the ICP will be completed between January and February in preparation of the annual submission of the CSSP by March 1st.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Identification & Documentation Review

Distinguishing Warrants

Legal Consultation

Mandatory State Reporting Protocol

DOJ Notification

Required Notification Recipients

Notification Timing

Safety and Well-being Standard

Privacy Constraint

Notification Methods

"Know Your Educational Rights" Distribution

Resource Provision (Optional but Encouraged)

Annual Evaluation

Public Availability

State Guidance

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

Regular Review: Annual review by the YPICS Board ensures the plan remains current and addresses evolving needs.

Drill Selection: Selecting specific (Fire, lockdown, earthquake, etc) drills monthly allows for focused practice and avoids overwhelming participants.

Leadership Involvement: Reviewing drills before practice and taking notes during them demonstrates commitment and provides valuable feedback.

Collaborative Improvement: Discussing feedback with leadership and teachers ensures all viewpoints are considered and leads to effective updates.

Documentation: Using notes to update the plan annually helps maintain its accuracy and usefulness.

Communication: staff, students, and families are informed about upcoming drills and their results through a weekly newsletter.

Post-drill debriefings are held after drills to discuss their effectiveness and address any concerns.

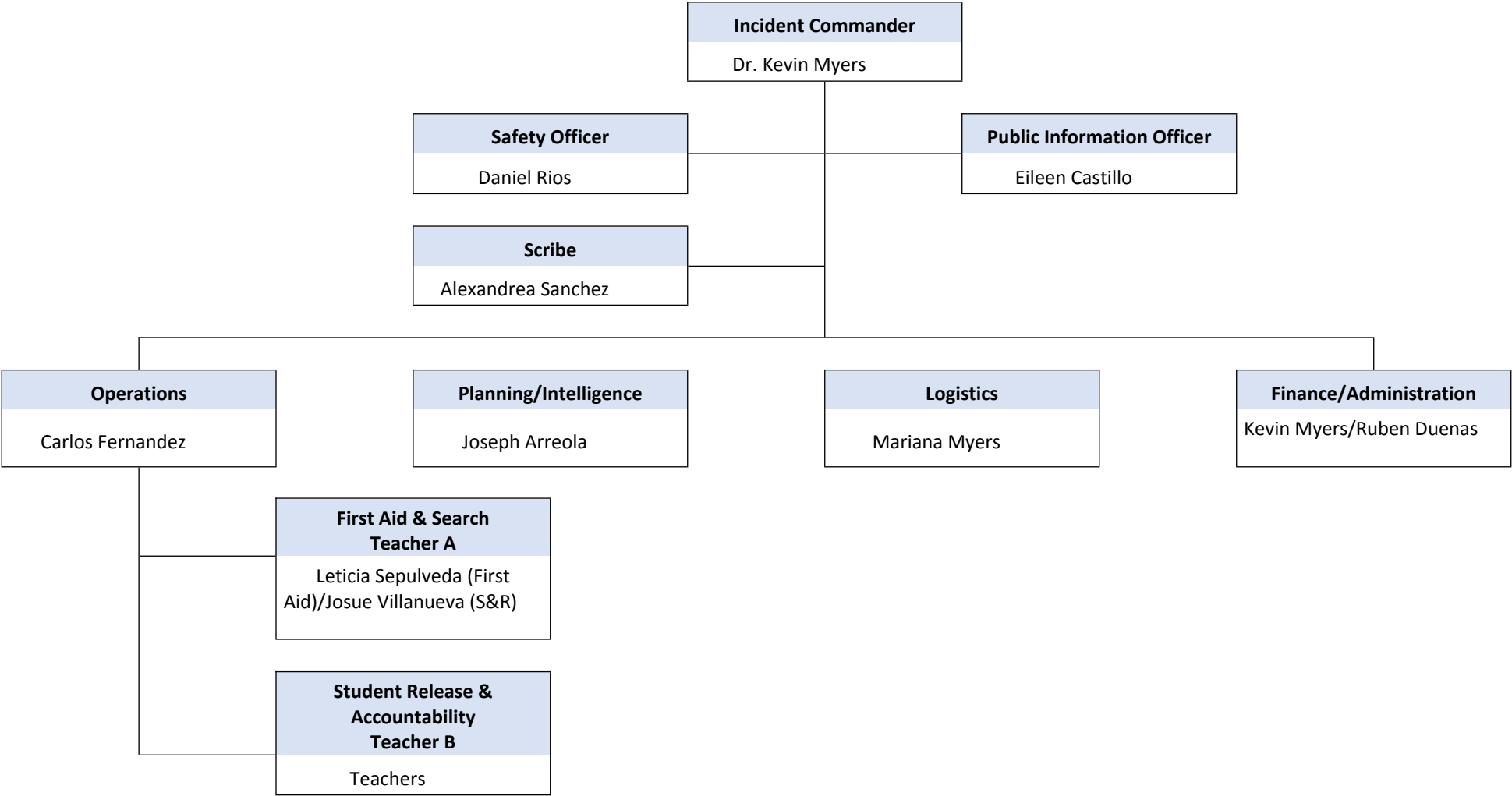
Emergency Contact Numbers**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	LAPD	911	
Public Utilities	LA Department of Public Works	626-458-5100	Water Emergencies
Public Utilities	LADWP	8003425397	Cust. Service and Emergencies
Public Utilities	Gas company	800-773-2767	
Public Utilities	Water and Sewer	800-773-2489	
American National Red Cross	Red Cross	213-739-5200	
City Services	LA County Health Department	888-700-9995	
City Services	LA Animal Shelter and Animal Issues	888-452-7381	
Local Hospitals	Hospitals	818-375-2000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
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Bert Corona Charter School (BCCS) Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property.

1. The Executive Administrator or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the SECURITY/UTILITIES TEAM will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section on Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Chief of Operations and/or School Operations Coordinator of the incident.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify Cal OES if it is a fuel or chemical spill and whether there has been building or site damage.
10. The SCHOOL SITE CRISIS TEAM will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident using the organization's required forms.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, LA Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via the automated communications platform, if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report documenting the event.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Armed Assault on Campus

Biological or Chemical Release

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- ? Multiple victims suffering from watery eyes
- ? Twitching
- ? Choking
- ? Loss of coordination
- ? Trouble breathing
- ? Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

Substance Released Inside a Room or Building Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, and the California Office of Environmental Health and Safety (Cal OES) at (800) 852-7550 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Chief of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via the automated communications platform.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to complete an Incident Report to document the event.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, and the Cal Office of Environmental Health and Safety (Cal OES) at (800) 852-7550 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.

5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via the automated communications platform.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report to document the event.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Shelter in Place procedures.
3. The Incident Commander will call the California Office of Environmental Health and Safety (Cal OES) and will provide information on the nature of emergency.
4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Bomb Threat/ Threat Of violence

Explosive Device Threat and Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
 - ? Nature of threat on phone line
 - ? Name of school
 - ? Phone number of line receiving threat
 - ? Name and contact information of staff member
2. The person answering the threat call should immediately inform the Executive Administrator, and then use the EXPLOSIVE DEVICE THREAT FORM to gather and record information about the call. Explosive Device Threat Form Questions include:
 - ? Where is the explosive device (building, location)?
 - ? When is it going to explode?
 - ? What kind of explosive device is it? What does it look like?
 - ? Who set the explosive device? Why was the explosive device set?
 - ? What can we do for you to keep the explosive device from exploding?
 - ? What is your name?
 - ? How old are you?
 - ? Where do you live?

? How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

? Caller Characteristics:

- o Gender
- o Age
- o Accent
- o Slurred/impaired speech
- o Recorded/disguised voice
- o Familiarity
- o Irrational/incoherent

? Background Noise:

- o Traffic
- o PA System
- o Typing
- o Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls 911 who will advise the school. The Incident Commander, in consultation with law enforcement, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.

5. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.

6. No attempt should be made to investigate or examine a discovered suspicious object.

7. The Incident Commander will notify and update parents via the automated communications platform.

8. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report.

9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.

11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.

13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.

Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the Executive Administrator or designee should be immediately alerted.

2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.

3. The Incident Commander will call 911 and provide the exact location (e.g., building, room, area) and description of the suspicious package.

4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.

5. No attempt should be made to investigate or examine the object.

6. The Incident Commander will notify and update parents via Blackboard Connect.

7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an iSTAR on the incident.

8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report.

Bus Disaster

Cardiac Arrest

Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or law enforcement.
2. Staff will immediately notify the Executive Administrator or designee.
3. The Executive administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call the Chief Operations Officer (COO) and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via the automated communications platform, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or

deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the Chief Operations Officer (COO) and/or Operations Coordinator to determine additional actions that may be necessary.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer.
13. The Incident Commander will contact the COO to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an Incident Report.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the Chief Operations Office (COO) that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the COO and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Chief Operations Officer will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via the automated communications platform.
4. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer (COO).

Explosion or Risk Of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then

implement the appropriate response procedures.

Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will call Cal OES to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via the automated communications platform.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Chief Operations Officer (COO) to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer (COO).
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via the automated communications platform.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident

Report on the event.

11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to Chief Operations Officer (COO).
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Explosion or Risk of Explosion in Surrounding Area Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via the automated communications platform.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via the automated communications platform.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. The Incident Commander or Chief Operations Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Relocation may be advised by authorities.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to Chief Operations Officer (COO).
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Extreme Weather

Fire in Surrounding Area

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems.
7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify Chief Operations Officer (COO) of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Chief Operations Officer (COO) will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
14. If needed, the Logistics Team Leader will notify the Chief Operations Officer (COO) to request support for buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

Fire on School Grounds

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the fire.

5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify Chief Operations Officer (COO) that a fire occurred.
10. The Incident Commander will notify and update parents via the automated communications platform.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
12. If needed, the Logistics Team Leader will notify the Chief Operations Officer (COO) to request support for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Chief Operations Officer (COO) will determine if the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer (COO).
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Flooding

Loss or Failure Of Utilities

A utility failure is a situation involving a loss of water, power, or other utility on school grounds.

General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to section on Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Chief Operations Officer (COO) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. The Incident Commander or designee, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via the automated communications platform.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as

needed.

Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. Bathrooms - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. Cafeteria - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. Drinking Water - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption.

4. Fire Suppression - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department must be notified. Logs must be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

? Los Angeles City Fire Department (Valley) (818) 728-9922

? Los Angeles City Fire Department (Los Angeles) (213) 978-3800

? Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

5. Other Concerns - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. Lights - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and

freezer.

2. Students on Ventilators - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live.

3. Fire Alarms and Suppression Systems - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

The fire department and the Chief Operations Officer (COO) must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

? Los Angeles City Fire Department (Valley) (818) 728-9922

? Los Angeles City Fire Department (Los Angeles) (213) 978-3800

? Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. Food Service - The food service staff or vendor may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch or other meals provided at school, immediately contact your Operations Coordinator. In a prolonged power outage, specific provisions must be made to provide student meals.

Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back up methods of communicating must be identified for each system in case a system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to always send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the chances that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication. During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Additional considerations for communications methods:

1. Phone Systems - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator's cell phone if possible. This will allow the school to still receive incoming calls from the school's landline phone.

Some schools may have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

2. School Two-Way Radios - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but unlikely. The radios will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:

Toilets: There are chemical toilets available.

Drinking Water: Alternative drinking water is available, needs chlorine and tube.

Food Service: There are food supplies for approximately three days.

Fire Suppression System (if applicable): Fire extinguishers are available.

Plan for a Loss of Electricity:

Ventilation: Flashlights and emergency lighting is available in storage sheds. Electric Lights: We have a working generator to use in absence of electricity.

Plan for a Loss of Natural Gas:

Food Service: Food provided will not need to be cooked.

Plan for a Loss of Communication:

Telephone Service: There is an ample amount of staff that carry cell phones for use including the administrative team.

Intercom: The Public Announcement System and the automated communications platform will be used during and after an emergency

Motor Vehicle Crash

This procedure addresses a motor vehicle crash on or near school property.

1. The Executive Administrator or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section on Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Chief of Operations and/or School Operations Coordinator of the incident.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify Cal OES if it is a fuel or chemical spill and whether there has been building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident using the organization's required forms.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Pandemic

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then spreads easily person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school.

During a large-scale Public Health emergency, the school will mobilize designated staff for a uniform, systemic, and comprehensive response. Both school and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. The Los Angeles County Public Health Officer has authority in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and

updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that Public Health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, the automated communications platform, official YPICS social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- ? Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- ? Brochures, infographics, and other informational materials.
- ? Frequently Asked Questions (FAQs).
- ? School webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages. Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. In the event that LACDPH asks to use schools as PODs, OEM and the Local District will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- ? Collection and submission of data on the numbers of students who are ill with a given disease.
- ? Visitation by LACDPH, which may visit schools to observe the implementation of Health Officer Orders and guidelines.

The may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

Psychological Trauma

Suspected Contamination of Food or Water

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320.2 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the Executive Administrator.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify the Chief Operations Officer (COO), and if necessary, local law enforcement to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Operations Coordinator of the incident.

Emergency Evacuation Map

Coversheet

Recommendation to Approve Revised YPI Charter Schools Student Smartphone Policy

Section: V. Items Scheduled For Action
Item: E. Recommendation to Approve Revised YPI Charter Schools Student Smartphone Policy

Purpose: Vote

Submitted by:

Related Material:

2026 0831 BoD Brief_ approve the Revised YPI Charter Schools Student Smartphone Policy Pursuant to the Phone-Free School Act (AB 3216).pdf

26-27 YPICS Smart Phone and Electronics Policy.pdf



August 31, 2026

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

Ruben Duenas
Chief Operations Officer

SUBJECT: Recommendation to approve the Revised YPI Charter Schools Student Smartphone Policy Pursuant to the Phone-Free School Act (AB 3216)

BACKGROUND

Assembly Bill 3216 (AB 3216), known as the **Phone-Free School Act**, amended California Education Code section 48901.7 to require the governing body of each charter school, no later than July 1, 2026, to develop and adopt a policy that limits or prohibits student use of smartphones while students are at a school site or under the supervision and control of school employees.

The legislation is intended to promote evidence-based smartphone practices that support student learning and well-being and reduce distractions that may interfere with the educational environment.

Education Code section 48901.7 further requires that the development of the policy involve significant stakeholder participation so that the policy is responsive to the unique needs and interests of students, parents, and educators within the school community.

ANALYSIS

In accordance with AB 3216 and Education Code section 48901.7, YPI Charter Schools (YPICS) has already developed a Student Smartphone Policy that establishes expectations regarding students' possession and use of smartphones during the school day and while students are under the supervision and control of YPICS employees prior to the passage of AB 3216 and Education Code section 48901.7.

The proposed updated policy is designed to maintain safe, focused, and productive learning environments while establishing clear and developmentally appropriate expectations for YPICS students.

The policy continues to limit student smartphone use during the instructional day and establishes procedures for implementation and enforcement. Consistent with Education Code section 48901.7, the policy also recognizes legally required exceptions, including circumstances involving:

- Emergencies or perceived threats of danger, subject to provisions contained within the applicable Comprehensive School Safety Plan;
- Permission granted by a teacher or administrator;
- Smartphone possession or use determined by a licensed physician and surgeon to be necessary for the health or well-being of a student; and
- Smartphone possession or use required by a student's Individualized Education Program (IEP).

YPICS recognizes the importance of maintaining effective communication between schools and families. Accordingly, implementation of the updated policy will continue to include communication with students, parents/guardians, teachers, administrators, and other members of the YPICS community regarding smartphone expectations, emergency communication procedures, and appropriate methods for parents and guardians to contact their children during the school day.

The policy will continue to be implemented in accordance with YPICS student discipline practices, school safety procedures, applicable student rights, and the developmental needs of the 5th–12th-grade students served by YPICS.

Pursuant to Education Code section 48901.7, the policy will be reviewed and updated at least once every five years.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Revised YPI Charter Schools Student Smartphone Policy Pursuant to the Phone-Free School Act (AB 3216).



BERT CORONA CHARTER SCHOOL & MONSEÑOR OSCAR ROMERO CHARTER SCHOOL ELECTRONIC DEVICE POLICY

An electronic device is defined as any mechanical or electrical item that is capable of playing, recording, storing, or transmitting sounds, images, or data. Examples of common electronic devices include cell phones, cameras, AirPods, MP3 players, headphones, speakers, and computers.

It is strongly recommended that students secure all electronic devices at home. **YPI Charter Schools assumes no responsibility for devices that are lost, stolen, or confiscated. AirPods, cameras, MP3 players, CD players, headphones, speakers, and computers (along with other devices not listed) are not allowed on campus and will be confiscated.**

Although not recommended, students may have a cell phone in their possession, to be turned off and stored only in their backpack or purse when on campus during school or program hours. Students should not have cell phones in their pants pockets. Smartwatches are permitted but may not be used during school time for anything other than telling time. The operation and use of an unapproved electronic device by a student on campus will result in the item being confiscated or placed in a secure pouch that limits student use of the phone.

The operation and use of an unapproved electronic device by a student during instructional periods, academic assessments, or standardized tests are expressly prohibited and will result in academic and behavioral penalties.

Electronic devices that are seen or heard by a YPICS representative will be confiscated and turned in to the Culture and Climate office or may be placed in a secure pouch which limits student use of the phone. Items will be returned to the student and parent under the following condition:

- The student may come to the Administrative office to recover the device by meeting with the Culture and Climate office staff or administrative designee between the hours of 3:45 PM and 5:00 PM. The parent must provide proof of ownership.
- All confiscated devices will be returned only if the parent is present.
- **Devices that are confiscated three times, and each additional time thereafter, will be held for 30 calendar days.**
- Devices that are not recovered by the end of the school year will be discarded or donated.

Schools that use secure pouches to limit the use of electronic devices will provide parents and students with a detailed description of how the school will use the pouches.

Note: Repeated violations of this policy will subject the student to progressive disciplinary action as defined in school and district rules.



BERT CORONA CHARTER SCHOOL & MONSEÑOR OSCAR ROMERO CHARTER SCHOOL PÓLIZA DE APARATOS ELECTRÓNICOS

Un aparato electrónico es definido como cualquier artículo mecánico o electrónico que sea capaz de tocar, grabar, guardar, o transmitir sonidos, imágenes o datos. Ejemplos de aparatos electrónicos comunes incluyen teléfonos celulares, cámaras, iPods, tocadores de música, MP3, audífonos, bocinas y computadoras.

Se recomienda fuertemente que los estudiantes guarden todos los aparatos electrónicos en su casa. **Las Escuelas Autónomas YPICS no se responsabilizan por cualquier artículo perdido, robado o confiscado. Los iPods, cámaras, tocadores de música, MP3, audífonos, bocinas y computadoras (junto con otros artículos no incluidos en la lista) no están permitidos en el plantel y serán confiscados.**

Aunque no es recomendable, los estudiantes pueden tener un teléfono celular en su posesión, en su mochila, o en su bolsa en el plantel, el aparato debe de estar apagado y fuera de la vista. Los estudiantes no deben tener celulares en sus bolsillos de su ropa. Los relojes inteligentes están permitidos, pero no se pueden usar durante el horario escolar para otra cosa que no sea la hora.

La operación y el uso de un artículo electrónico no autorizado por un estudiante en el plantel resultará que sea confiscado o puede colocarse en una bolsa segura que limita el uso del teléfono por parte de los estudiantes.

La operación y el uso de un aparato electrónico no permitido por un estudiante durante los períodos de instrucción, exámenes académicos o exámenes estandarizados se prohíbe expresamente y resultará en penalidades severas académicas y de comportamiento.

Aparatos electrónicos que sean vistos o escuchados por un representante de YPICS serán confiscados y entregados a la oficina de Clima y Cultura o puede colocarse en una bolsa segura que limita el uso del teléfono por parte de los estudiantes.

Los artículos serán devueltos al estudiante y al padre/guardián bajo la siguiente condición:

- El estudiante puede ir a la oficina administrativa para recuperar el artículo con el personal de la oficina de Cultura y Clima o su representante administrativo entre las 3:30 p.m. y las 5:00 p.m. El padre debe mostrar prueba de propiedad.
- Todos los aparatos confiscados se regresaran solo si el padre/guardián se presenta.

- **Los aparatos que sean confiscados tres veces o más se conservarán por 30 días.**
- Los aparatos que no se recuperan para el final del año escolar serán descartados o donados.

Las escuelas que usan bolsas seguras para limitar el uso de dispositivos electrónicos proporcionarán una descripción detallada a los padres y estudiantes de cómo la escuela usará las bolsas.

Nota: Violaciones repetidas de esta póliza hará que el estudiante esté sujeto a una acción disciplinaria progresiva como se define en las reglas escolares y las del distrito.



BERT CORONA CHARTER HIGH SCHOOL ELECTRONIC DEVICE POLICY

An electronic device is defined as any mechanical or electrical item that is capable of playing, recording, storing, or transmitting sounds, images, or data. Examples of common electronic devices include cell phones, cameras, iPods, media players, computers, portable speakers, and headphones/earbuds.

It is strongly recommended that students leave all electronic devices at home. Bert Corona Charter High School assumes no responsibility for devices that are lost, stolen, or confiscated. Parents and students will have an opportunity to review and discuss the electronic device policy throughout the school year.

All cell phones must be turned off and stored in the student's backpack. Electronic devices used for non-instructional purposes detracts from/disrupts the learning environment. Electronic devices may only be used during non-instructional time, which is during student break times (before school, during lunch, and when walking home after school). Electronic devices that are utilized during instructional periods will be confiscated and held in to the Office of Culture and Climate or the student will be required to put their phone in a security pouch.

Electronic devices will be returned to the student or parent under the following conditions:

- A student may recover the confiscated device by meeting with the Culture and Climate staff or administrative designee between the hours of 3:45 PM and 5:00 PM. (2 opportunities)
- A parent/guardian will be required to pick up the device if a student's phone is confiscated three or more times;
- A parent conference will be required after the third confiscation to discuss next steps regarding the behavior and policy.



BERTCORONA
CHARTER HIGH SCHOOL

BERT CORONA CHARTER HIGH SCHOOL PÓLIZA DE DISPOSITIVOS ELECTRÓNICOS

Un dispositivo electrónico se define como cualquier elemento mecánico o eléctrico capaz de reproducir, grabar, almacenar o transmitir sonidos, imágenes o datos. Ejemplos de dispositivos electrónicos comunes incluyen: teléfonos celulares, cámaras, iPods, reproductores de medios, computadoras, parlantes portátiles y auriculares/auriculares.

Se recomienda que los estudiantes dejen todos los dispositivos electrónicos en casa. Bert Corona Charter High School no asume ninguna responsabilidad por los dispositivos perdidos, robados o confiscados. Los padres y los estudiantes tendrán la oportunidad de revisar y discutir la póliza de dispositivos electrónicos durante el año escolar.

Todos los teléfonos celulares deben estar apagados y guardados en la mochila del estudiante. Los dispositivos electrónicos utilizados para fines no educativos restan valor o interrumpen el entorno de aprendizaje. Los dispositivos electrónicos solo se pueden usar durante el tiempo que no es de instrucción, es decir, durante los descansos de los estudiantes (antes de la escuela, durante el almuerzo y cuando caminan a casa después de la escuela). Los dispositivos electrónicos que se utilicen durante los períodos de instrucción serán confiscados y retenidos en la Oficina de Cultura y Clima o se le pedirá al estudiante que ponga su teléfono en una bolsa de seguridad.

Los dispositivos electrónicos serán devueltos al estudiante o padre bajo las siguientes condiciones:

- Un estudiante puede recuperar el dispositivo confiscado reuniéndose con el personal de Cultura y Clima o la persona designada administrativa entre las 3:45 p. m. y las 5:00 p. m. (2 oportunidades)
- Se requerirá que un padre/tutor recoja el dispositivo si el teléfono de un estudiante es confiscado tres o más veces;
- Se requerirá una conferencia con los padres después de la tercera confiscación para discutir los próximos pasos con respecto al comportamiento y la póliza.

Coversheet

YPICS FY25-26 June Financials

Section:	V. Items Scheduled For Action
Item:	F. YPICS FY25-26 June Financials
Purpose:	Vote
Submitted by:	
Related Material:	25-26 YPICS Financials Board Packet 06.26.pdf

YPI Charter Schools - Financial Dashboard (June 2026)

1

Key Performance Indicators

ADA vs. Budget



Cash on Hand



Net Income / (Loss)

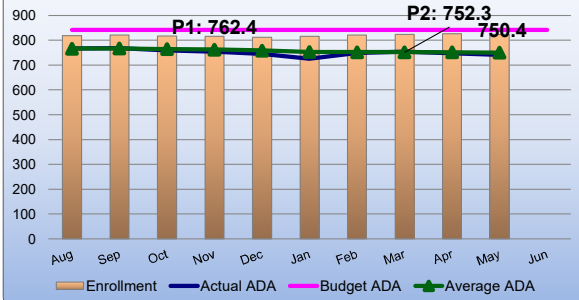


Year-End Cash



2

ADA & Enrollment



KEY POINTS

Ending enrollment was 77 students below budget, resulting in a \$1,409K decrease in LCFF Revenue.

Forecast includes \$1.21M of restricted one-time funds. An additional \$781K remains available to spend through FY27/28.

\$7.20MK of cash has been held in CD accounts.

P2 ADA % for the FY25-26 is 92.1% vs 92.7% for the prior year.

3

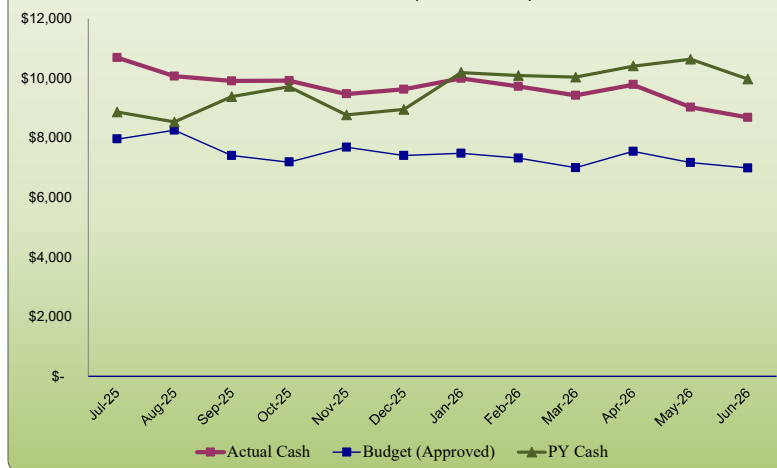
Attendance Analysis	Actual through Month 10	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25 P2	FY 23-24 P2
Enrollment	824	824	901	(77)	824	0	872	847
ADA %	91.6%	92.1%	93.5%	-1.4%	94.0%	-1.9%	92.7%	92.7%
Average ADA	750.39	752.22	842.20	(89.98)	752.66	(0.44)	801.07	778.37

4

Income Statement	Actual through 06/30/26	Forecast as of 06/30/26	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	11,610,960	11,610,960	13,020,099	(1,409,139)	11,607,629	3,331	12,113,655	11,612,823
Federal Revenue	1,444,130	1,444,130	1,398,301	45,829	1,468,947	(24,817)	1,922,813	3,510,698
State Revenue	3,745,758	3,745,758	3,734,751	11,008	3,976,582	(230,824)	3,118,156	3,313,241
Other Local Revenue	1,212,013	1,212,013	1,201,495	10,518	1,169,625	42,388	1,763,592	3,029,652
Grants/Fundraising	59,438	59,438	116,000	(56,562)	113,474	(54,036)	100,626	43,383
TOTAL REVENUE	18,072,299	18,072,299	19,470,645	(1,398,346)	18,336,258	(263,959)	19,018,842	21,509,798
Total per ADA		24,025	23,119	906	24,376	(351)	23,742	27,634
w/o Grants/Fundraising		23,946	22,981	965	24,225	(279)	23,616	27,579
Certificated Salaries	6,486,199	6,486,199	6,799,291	313,092	6,511,601	25,403	6,164,145	6,108,717
Classified Salaries	3,172,669	3,172,669	3,549,706	377,037	3,125,888	(46,780)	3,238,813	3,082,354
Benefits	3,300,154	3,300,154	3,412,732	112,577	3,283,235	(16,919)	3,125,796	2,956,342
Student Supplies	1,212,743	1,212,743	1,522,195	309,452	1,381,807	169,065	1,696,032	1,853,818
Operating Expenses	4,250,746	4,250,746	4,094,394	(156,352)	4,381,800	131,053	4,531,116	4,318,530
Other	1,012,747	1,012,747	995,707	(17,040)	1,012,006	(740)	1,017,924	1,080,851
TOTAL EXPENSES	19,435,257	19,435,257	20,374,024	938,767	19,696,338	261,081	19,773,826	19,400,612
Total per ADA		25,837	24,191	(1,646)	26,184	(347)	24,684	24,925
NET INCOME / (LOSS)	(1,362,958)	(1,362,958)	(903,379)	(459,579)	(1,360,080)	(2,877)	(754,984)	2,109,186
Op Inc Excluding Non-cash Lease Exp	(457,845)	(461,025)	(15,305)	(445,719)	(455,707)	(5,317)	154,006	0

5

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



Year-End Cash Balance		
Actual	Budget	Variance
8,681,355	6,988,186	1,693,169

6

Balance Sheet	6/30/2025	5/31/2026	6/30/2026	6/30/2026 Actual
Assets				
Cash, Operating	9,973,497	9,032,444	8,681,355	8,681,355
Cash, Restricted	0	0	0	0
Accounts Receivable	2,401,612	19,752	1,613,470	1,613,470
Due From Others	1,663	564	2,956	2,956
Deposits/Prepays	255,767	138,340	302,784	302,784
Net Fixed Assets	25,076,202	24,481,839	24,409,212	24,409,212
Lease Assets	1,915,757	1,884,885	1,868,411	1,868,411
Other Assets	0	0	0	0
Total Assets	39,624,499	35,557,824	36,878,189	36,878,189
Liabilities				
A/P & Payroll	765,495	379,350	398,916	398,916
Due to Others	607,558	379,191	478,460	478,460
Deferred Revenue	2,082,836	0	1,426,555	1,426,555
Lease Liabilities	1,990,245	1,989,378	1,985,869	1,985,869
Other Liabilities	107,828	107,828	103,761	103,761
Total Debt	6,678,503	6,484,178	6,455,551	6,455,551
Total Liabilities	12,232,465	9,339,925	10,849,112	10,849,112
Equity				
Beginning Fund Bal.	28,147,020	27,392,036	27,392,036	27,392,036
Net Income/(Loss)	(754,984)	(1,174,135)	(1,362,958)	(1,362,958)
Total Equity	27,392,036	26,217,900	26,029,078	26,029,078
Total Liabilities & Equity	39,624,500	35,557,826	36,878,190	36,878,190
Days Cash on Hand	193	178	171	171
Cash Reserve %	52.8%	48.7%	46.8%	46.8%

BERT CORONA CHARTER SCHOOL - Financial Dashboard (June 2026)

Key Performance Indicators

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

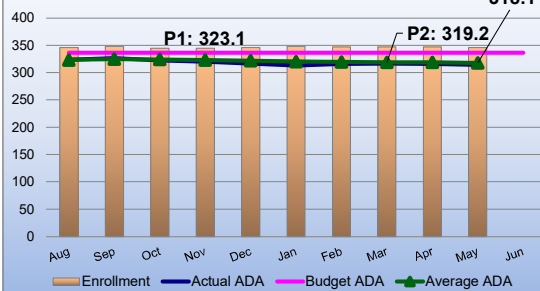
KEY POINTS

Ending enrollment was 11 students below budget, resulting in a \$252K decrease in LCFF Revenue.

Forecast includes \$495K of restricted one-time funds. An additional \$388K remains available to spend through FY27/28.

Average ADA for FY25-26 is 92% vs 93.1% for FY24-25.

ADA & Enrollment



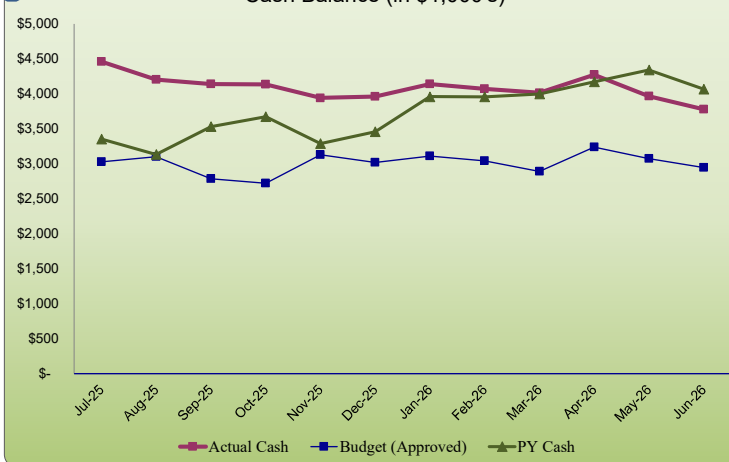
Attendance Analysis

	Actual through Month 10	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	346	347	358	(11)	347	0	341	342
Attendance %	91.7%	92.0%	94.0%	-2.0%	92.0%	0.0%	93.1%	93.0%
Avg Daily Attendance (ADA)	318.09	319.08	336.52	(17.44)	319.35	(0.27)	319.10	321.84

Income Statement

	Actual through 06/30/26	Forecast as of 06/30/26	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	4,668,091	4,668,091	4,919,716	(251,625)	4,665,223	2,868	4,563,743	4,531,333
Federal Revenue	643,106	643,106	618,872	24,234	658,986	(15,880)	778,186	1,370,027
State Revenue	1,699,894	1,699,894	1,607,240	92,654	1,668,249	31,645	1,329,132	1,519,681
Other Local Revenue	454,308	454,308	502,429	(48,120)	432,097	22,211	774,895	1,187,725
Grants/Fundraising	21,739	21,739	30,000	(8,261)	26,969	(5,230)	55,011	4,849
TOTAL REVENUE	7,487,138	7,487,138	7,678,256	(191,118)	7,451,524	35,614	7,500,966	8,613,615
Total per ADA		23,465	22,817	648	23,353	112	23,507	26,764
w/o Grants/Fundraising		23,397	22,727	669	23,269	128	23,334	26,749
Certificated Salaries	2,313,448	2,313,448	2,302,628	(10,821)	2,326,432	12,984	2,198,546	2,186,330
Classified Salaries	1,123,243	1,123,243	1,258,650	135,407	1,099,915	(23,329)	1,181,236	1,083,041
Benefits	1,114,906	1,114,906	1,105,703	(9,202)	1,105,584	(9,322)	1,070,422	995,440
Student Supplies	587,375	587,375	685,425	98,050	617,431	30,056	810,998	777,197
Operating Expenses	2,262,687	2,262,687	2,238,490	(24,196)	2,302,094	39,407	2,151,385	2,346,661
Other	81,450	81,450	72,893	(8,557)	80,960	(490)	82,117	92,022
TOTAL EXPENSES	7,483,109	7,483,109	7,663,790	180,681	7,532,416	49,307	7,494,704	7,480,690
Total per ADA		23,452	22,774	(678)	23,607	(155)	23,487	23,244
NET INCOME / (LOSS)	4,029	4,029	14,466	(10,437)	(80,892)	84,921	6,263	1,132,925
OPERATING INCOME	85,479	85,479	87,360	(1,880)	69	85,411	88,379	1,224,947

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



Year-End Cash Balance

Actual	Budget	Variance
3,776,827	2,944,935	831,893

Balance Sheet

	6/30/2025	5/31/2026	6/30/2026	6/30/2026
Assets				
Cash, Operating	4,064,292	3,965,082	3,776,827	3,776,827
Cash, Restricted	0	0	0	0
Accounts Receivable	1,020,767	19,751	763,603	763,603
Due From Others	484	(10)	5	5
Deposits/Prepays	151,101	109,272	178,228	178,228
Net Fixed Assets	593,348	683,902	677,268	677,268
Lease Assets	1,823,576	1,702,384	1,691,216	1,691,216
Other Assets	0	0	0	0
Total Assets	7,653,568	6,480,381	7,087,147	7,087,147
Liabilities				
A/P & Payroll	180,993	95,719	124,966	124,966
Due to Others	158,587	38,569	45,292	45,292
Deferred Revenue	932,315	0	624,865	624,865
Lease Liabilities	1,901,699	1,805,163	1,806,895	1,806,895
Other Liabilities	21,470	21,470	22,596	22,596
Total Debt	0	0	0	0
Total Liabilities	3,195,064	1,960,920	2,624,613	2,624,613
Equity				
Beginning Fund Bal.	4,452,242	4,458,505	4,458,505	4,458,505
Net Income/(Loss)	6,263	60,956	4,029	4,029
Total Equity	4,458,505	4,519,461	4,462,534	4,462,534
Total Liabilities & Equity	7,653,568	6,480,381	7,087,147	7,087,147
Days Cash on Hand	200	194	186	186
Cash Reserve %	54.8%	53.2%	51.0%	51.0%



BERT CORONA CHARTER SCHOOL

Financial Analysis

June 2026

Net Income

Bert Corona Charter School has achieved a net income of \$4K in FY25-26 compared to \$15K in the board approved budget. Reasons for this negative \$10K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of June 30, 2026, the school's cash balance was \$3.78M, which represents a 51% reserve.

As of June 30, 2026, the Accounts Receivable balance was \$764K, up from \$20K in the previous month, due to revenue earned in FY25-26, but not received prior to June 30th.

As of June 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$125K, compared to \$96K in the prior month.

As of June 30, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 was \$7.49M, which is \$191K or 2.5% under budgeted revenue of \$7.68M.

LCFF Revenue – was below budget by \$252K due to lower enrollment and attendance.

Other Federal Revenue – was over budget by \$20K due to rolling CSI grant funds to FY25-26.

SB740 Revenue - was above budget by \$52K based on the projections from CSFA

ELOP Revenue – was above budget by \$24K

Other Local Revenue - under budget by \$55K. This is offset by savings in PD and Other Consultants costs.

Expenses

Total expenses for FY25-26 were \$7.48M, which is \$181K or 2.4% under budgeted expenditures of \$7.66M.

Salaries were lower than budget by \$135K

PD Consultant & Tuition costs lower than budget by \$63K due to loss of Teacher Residents. It is offset by lower revenue.

SPED costs were higher than budget by \$97K.

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



ADA

Budgeted P2 ADA is 336.52 based on enrollment of 358 and a 94.0% attendance rate.

Forecast P2 ADA is 319.08 based on enrollment of 347 and a 92.0% attendance rate.

Actual ADA through Month 10 is 318.09 with ending enrollment of 346 and a 91.7% attendance rate.

In Month 10, ADA was 314.00 with a 90.8% attendance rate.

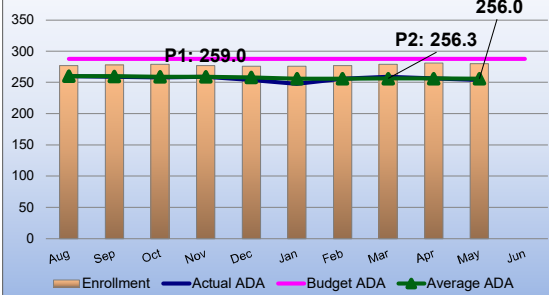
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSENOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (June 2026)

Key Performance Indicators

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

ADA & Enrollment



KEY POINTS

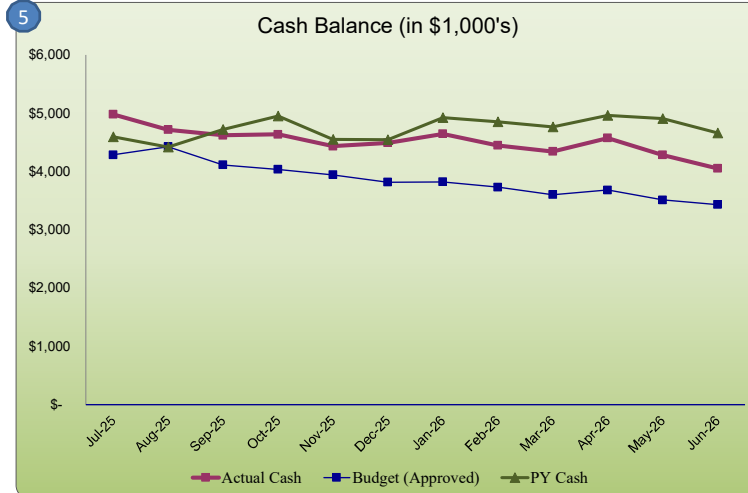
Ending enrollment was 27 students below budget, resulting in a \$432K decrease in LCFF Revenue.

Forecast includes \$358K of restricted one-time funds. An additional \$333K remains available to spend through FY27/28.

Average ADA for FY25-26 is 92.6% vs 93.1% for FY24-25.

Attendance Analysis	Actual through Month 10	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	280	279	306	(27)	279	0	302	282
Attendance %	92.2%	92.6%	94.0%	-1.4%	92.6%	0.0%	93.1%	93.5%
Avg Daily Attendance (ADA)	255.96	256.31	287.64	(31.33)	256.31	0.00	276.44	256.48

Income Statement	Actual through 06/30/26	Forecast as of 06/30/26	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	3,802,477	3,802,477	4,234,157	(431,680)	3,800,592	1,885	3,990,563	3,670,040
Federal Revenue	495,133	495,133	503,110	(7,976)	505,245	(10,111)	679,965	1,506,579
State Revenue	1,231,955	1,231,955	1,532,504	(300,549)	1,474,405	(242,449)	1,210,608	1,133,377
Other Local Revenue	449,590	449,590	443,649	5,942	435,471	14,120	663,946	1,075,406
Grants/Fundraising	9,779	9,779	51,000	(41,221)	51,000	(41,221)	0	1,535
TOTAL REVENUE	5,988,936	5,988,936	6,764,420	(775,484)	6,266,713	(277,777)	6,545,081	7,386,937
Total per ADA		23,366	23,517	(151)	24,450	(1,084)	23,676	28,801
w/o Grants/Fundraising		23,328	23,340	(12)	24,251	(923)	23,676	28,795
Certificated Salaries	1,963,880	1,963,880	2,094,981	131,101	1,963,889	8	1,944,798	1,894,291
Classified Salaries	877,744	877,744	1,034,774	157,030	871,334	(6,410)	894,341	873,175
Benefits	939,731	939,731	943,243	3,511	945,547	5,815	879,245	830,166
Student Supplies	385,961	385,961	516,485	130,524	488,939	102,978	532,044	726,716
Operating Expenses	1,987,728	1,987,728	2,036,010	48,282	2,094,744	107,016	2,152,173	1,719,925
Other	901,706	901,706	892,887	(8,819)	901,456	(250)	904,049	926,543
TOTAL EXPENSES	7,056,751	7,056,751	7,518,380	461,629	7,265,908	209,157	7,306,650	6,970,816
Total per ADA		27,532	26,138	(1,394)	28,348	(816)	26,431	27,179
NET INCOME / (LOSS)	(1,067,815)	(1,067,815)	(753,960)	(313,855)	(999,195)	(68,620)	(761,568)	416,121
OPERATING INCOME	(298,062)	(298,062)	6,974	(305,036)	(229,692)	(68,370)	6,119	1,201,981



Year-End Cash Balance		
Actual	Budget	Variance
4,051,227	3,429,931	621,295

Balance Sheet	6/30/2025	5/31/2026	6/30/2026	6/30/2026
Assets				
Cash, Operating	4,660,050	4,280,472	4,051,227	4,051,227
Cash, Restricted	0	0	0	0
Accounts Receivable	835,256	1	544,119	544,119
Due From Others	299	0	1,534	1,534
Deposits/Prepays	41,784	7,223	48,631	48,631
Net Fixed Assets	24,396,248	23,738,629	23,674,929	23,674,929
Lease Assets	38,504	31,294	30,623	30,623
Other Assets	0	0	0	0
Total Assets	29,972,142	28,057,619	28,351,063	28,351,063
Liabilities				
A/P & Payroll	319,972	121,790	103,447	103,447
Due to Others	418,342	340,365	429,321	429,321
Deferred Revenue	719,039	0	608,031	608,031
Lease Liabilities	38,504	33,657	30,623	30,623
Other Liabilities	29,418	29,418	23,542	23,542
Total Debt	6,678,503	6,484,178	6,455,551	6,455,551
Total Liabilities	8,203,779	7,009,408	7,650,514	7,650,514
Equity				
Beginning Fund Bal.	22,529,932	21,768,364	21,768,364	21,768,364
Net Income/(Loss)	(761,568)	(720,152)	(1,067,815)	(1,067,815)
Total Equity	21,768,364	21,048,212	20,700,549	20,700,549
Total Liabilities & Equity	29,972,142	28,057,620	28,351,063	28,351,063
Days Cash on Hand	260	240	235	235
Cash Reserve %	71.3%	65.9%	64.4%	64.4%



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

June 2026

Net Income

Monsenor Oscar Romero Charter School has achieved a net loss of -\$1,068K in FY25-26 compared to -\$754K in the board approved budget. Reasons for this negative \$314K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of June 30, 2026, the school's cash balance was \$4.05M, which represents a 64% reserve.

As of June 30, 2026, the Accounts Receivable balance was \$544K, up from \$K in the previous month, due to revenue earned in FY25-26, but not received prior to June 30th.

As of June 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$103K, compared to \$122K in the prior month.

As of June 30, 2026, MORCS had a debt balance of \$6.46M compared to \$6.48M in the prior month. This debt represents Prop 1D remaining loan balance.

Income Statement

Revenue

Total revenue for FY25-26 was \$5.99M, which is \$776K or 11.5% under budgeted revenue of \$6.76M.

LCFF Revenue – was below budget by \$432K due to lower enrollment and attendance.

ELOP Revenue - was below budget by \$122K

Other State Revenue – was below budget by \$197K due deferring of one-time funds to FY26-27.

Expenses

Total expenses for FY25-26 was \$7.06M, which is \$462K or 6.1% under budgeted expenditures of \$7.52M.

Salaries were lower than budget by \$288K

Health Insurance expenses were higher than budget by \$57K

Contracted Substitute Costs were higher than budget by \$34K. This cost is offset by lower teacher salaries.

ADA

Budgeted P2 ADA is 287.64 based on enrollment of 306 and a 94.0% attendance rate.

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



Forecast P2 ADA is 256.31 based on enrollment of 279 and a 92.6% attendance rate.

Actual ADA through Month 10 is 255.96 with ending enrollment of 280 and a 92.2% attendance rate.

In Month 10, ADA was 253.79 with a 90.6% 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 (June 2026)

Key Performance Indicators

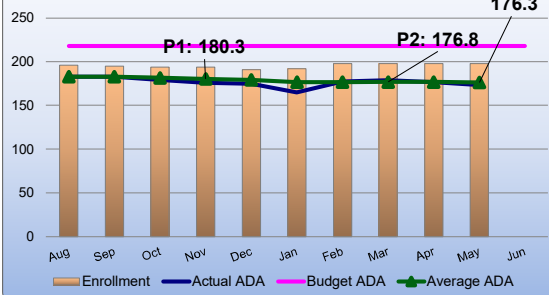
ADA vs. Budget ● **Cash on Hand** ●
Net Income / (Loss) ● **Year-End Cash** ●

KEY POINTS

Ending enrollment was 39 students below budget, resulting in a \$726K decrease in LCFF Revenue.

Forecast includes \$355K of restricted one-time funds. An additional \$61K remains available to spend through FY27/28.

ADA & Enrollment



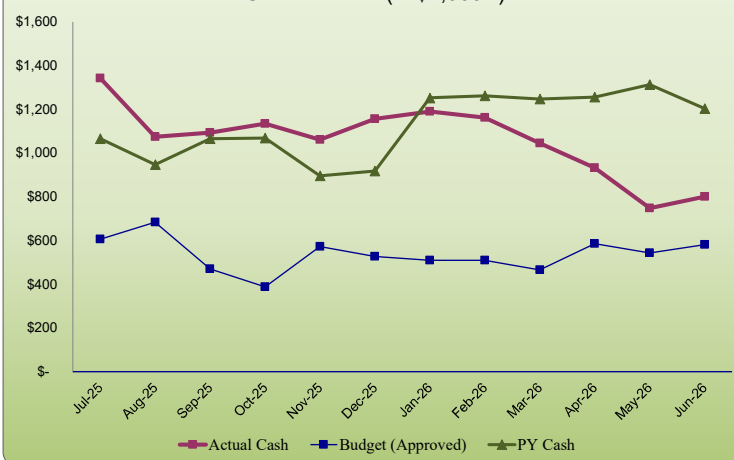
Attendance Analysis

	Actual through Month 10	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	198	198	237	(39)	198	0	229	223
Attendance %	90.7%	91.5%	92.0%	-0.5%	91.5%	0.0%	91.5%	91.9%
Avg Daily Attendance (ADA)	176.34	176.83	218.04	(41.21)	177.00	(0.17)	205.53	200.05

Income Statement

	Actual through 06/30/26	Forecast as of 06/30/26	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	3,140,392	3,140,392	3,866,225	(725,833)	3,141,815	(1,423)	3,559,349	3,411,450
Federal Revenue	305,891	305,891	276,320	29,571	304,716	1,174	464,662	634,092
State Revenue	813,909	813,909	595,006	218,902	833,928	(20,019)	578,416	660,183
Other Local Revenue	295,311	295,311	255,418	39,893	289,276	6,035	311,886	755,242
Grants/Fundraising	27,920	27,920	35,000	(7,080)	35,505	(7,585)	45,615	36,999
TOTAL REVENUE	4,583,422	4,583,422	5,027,969	(444,547)	4,605,240	(21,818)	4,959,929	5,497,966
Total per ADA		25,920	23,060	2,860	26,043	(123)	24,132	27,483
w/o Grants/Fundraising		25,762	22,899	2,863	25,843	(80)	23,910	27,298
Certificated Salaries	1,569,761	1,569,761	1,717,675	147,914	1,582,171	12,410	1,581,952	1,590,587
Classified Salaries	799,162	799,162	874,274	75,112	789,008	(10,154)	841,570	788,686
Benefits	854,270	854,270	927,975	73,705	846,049	(8,221)	855,494	792,439
Student Supplies	230,789	230,789	300,136	69,347	253,406	22,617	329,672	340,415
Operating Expenses	1,402,104	1,402,104	1,344,970	(57,134)	1,388,090	(14,013)	1,322,322	1,366,488
Other	26,508	26,508	26,825	316	26,508	(0)	28,597	59,209
TOTAL EXPENSES	4,882,594	4,882,594	5,191,854	309,260	4,885,233	2,639	4,959,607	4,937,825
Total per ADA		27,612	23,811	(3,800)	27,627	(15)	24,131	24,683
NET INCOME / (LOSS)	(299,172)	(299,172)	(163,885)	(135,287)	(279,994)	(19,178)	322	560,141
OPERATING INCOME	(272,664)	(272,664)	(137,061)	(135,603)	(253,485)	(19,178)	28,919	619,350

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



Year-End Cash Balance

Actual	Budget	Variance
800,182	581,281	218,901

Balance Sheet

	6/30/2025	5/31/2026	6/30/2026	6/30/2026
Assets				
Cash, Operating	1,203,380	747,918	800,182	800,182
Cash, Restricted	0	0	0	0
Accounts Receivable	545,589	(0)	305,748	305,748
Due From Others	616	575	1,244	1,244
Deposits/Prepays	45,171	5,239	47,665	47,665
Net Fixed Assets	77,868	53,409	51,360	51,360
Lease Assets	25,923	21,068	20,617	20,617
Other Assets	0	0	0	0
Total Assets	1,898,546	828,208	1,226,816	1,226,816
Liabilities				
A/P & Payroll	232,515	108,149	125,131	125,131
Due to Others	30,628	0	3,848	3,848
Deferred Revenue	431,482	0	193,660	193,660
Lease Liabilities	25,923	22,659	20,617	20,617
Other Liabilities	12,832	12,832	17,565	17,565
Total Debt	0	0	0	0
Total Liabilities	733,379	143,640	360,821	360,821
Equity				
Beginning Fund Bal.	1,164,846	1,165,167	1,165,167	1,165,167
Net Income/(Loss)	322	(480,599)	(299,172)	(299,172)
Total Equity	1,165,167	684,569	865,995	865,995
Total Liabilities & Equity	1,898,547	828,209	1,226,816	1,226,816
Days Cash on Hand	89	56	60	60
Cash Reserve %	24.4%	15.4%	16.5%	16.5%



Bert Corona Charter High School Financial Analysis June 2026

Net Income

Bert Corona Charter High School has achieved a net loss of -\$299K in FY25-26 compared to -\$164K in the board approved budget. Reasons for this negative \$135K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of June 30, 2026, the school's cash balance was \$800K, which represents a 16% reserve.

As of June 30, 2026, the Accounts Receivable balance was \$306K, up from \$K in the previous month, due revenue earned in FY25-26, but not received prior to June 30th.

As of June 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$125K, compared to \$108K in the prior month.

As of June 30, 2026, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 was \$4.58M, which is \$445K or 8.8% under budgeted revenue of \$5.03M.

LCFF Revenue – was below budget by \$725K due to lower enrollment.

Other Federal Revenue - was over budget by \$20K due to moving CSI funds into the current year.

Other State Revenue - was above budget by \$236K to offset LCFF losses. Majority of the one-time funds were utilized in FY25-26.

AB602 Revenue – was below budget by \$26K due to lower enrollment.

Expenses

Total expenses for FY25-26 was \$4.88M, which is \$309K or 6.0% under budgeted expenditures of \$5.19M.

Salaries were lower than budget by \$223K

Contracted Substitute Teacher costs were higher than budget by \$44K

SPED Services were higher than budget by \$64K.

Intra-Agency Fees were lower than budget by \$79K mainly due to the lower enrollment.

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



ADA

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

Forecast P2 ADA is 176.83 based on enrollment of 198 and a 91.5% attendance rate.

Actual ADA through Month 10 is 176.34 with ending enrollment of 198 and a 90.7% attendance rate.

In Month 10, ADA was 173.38 with a 87.6% 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 06/01/26 to 06/30/26**

Check #	Vendor Name	Date	Description	Amount
P093437	48 HR BOOKS INC.	6/12/2026	2026 BCCS YEARBOOKS	1,903.93
A032408	7 LAYER IT SOLUTIONS, INC.	6/12/2026	06/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
A032751	7 LAYER IT SOLUTIONS, INC.	6/25/2026	05/28/26 - MERAKI ACCESS POINT, SWITCH, FIREWALL	8,043.00
P094644	AFLAC WORLDWIDE HEADQUARTERS	6/30/2026	06/26 - HEALTH PREMIUM	2,234.62
313570	ALEXIS OLIVEROS	6/10/2026	05/27/26-05/29/26 - MEAL PER DIEM - NATIONAL COMMUNITY SCHOOLS AND FAMILY EN	110.00
P093889	AMAZON CAPITAL SERVICES	6/18/2026	SOLDERING REPAIR MAT	23.04
P094260	AMAZON CAPITAL SERVICES	6/25/2026	ANNUAL BUSINESS MEMBERSHIP FEE 05/31/26-05/30/27	4,696.69
313598	AMY PAZ	6/18/2026	MAY MILEAGE	134.42
313574	ANTONIETA NAVARRO CARRILLO	6/11/2026	06/26 - FINAL CHECK	1,555.77
313575	ANTONIETA NAVARRO CARRILLO	6/11/2026	06/26 - FINAL CHECK	849.48
A032747	APPLE INC.	6/25/2026	(1) MACBOOK	628.48
313580	AT&T	6/12/2026	05/26 - FAX SERVICE	214.88
313612	AT&T MOBILITY	6/25/2026	04/18/26-05/17/26 - HOTSPOTS	2,326.09
EFT06/01	BLUE SHIELD OF CALIFORNIA	6/1/2026	06/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
313567	BUBBLY BALLONS STUDIO	6/8/2026	(1) MARQUEE BALLOON DECORATION FOR 8TH GRADE CULIMINATION	750.00
E028830	BUR-CAL TERMITE & PEST CONTROL INC.	6/12/2026	05/27/26 - PEST CONTROL	385.00
P093432	CAREPORTAL	6/12/2026	05/26 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
313613	CDW GOVERNMENT, INC.	6/25/2026	GOGUARDIAN ADMIN - SUBSCRIPTION LICENSE, ONBOARDING	15,645.37
P094253	CLASSROOM CREW LLC	6/25/2026	04/26 - SPED SERVICES - APE	7,838.40
313614	CLIFTONLARSONALLEN LLP	6/25/2026	FIRST INSTALLMENT FOR AUDIT SERVICE FOR YEAR ENDED 06/30/26	12,705.00
P093433	COOL TEMP HEATING, INC	6/12/2026	05/26 - AC SERVICE	525.00
A032750	CROSS COUNTRY EDUCATION	6/25/2026	05/26 - SPED SERVICES COTA, DHH, OT, SLP, SLPA	25,356.55
313625	CYNTHIA JIMENEZ	6/30/2026	UPDATED PERDIEM FOR COMMUNITY SCHOOL CONFERENCE	68.00
313592	DAVID ROSENBERG	6/12/2026	06/26 - FINAL CHECK	2,265.68
313593	DAVID ROSENBERG	6/12/2026	06/26 - FINAL CHECK	1,225.81
313599	DMV RENEWAL	6/18/2026	2027 - REGIS RENEWAL VIN #1FNRL6H70PB079121	461.00
313609	DMV RENEWAL	6/18/2026	2027 - REGIS RENEWAL VIN#5FNRL6H6XPB076069	459.00
313578	ERIC JASON BOYER	6/11/2026	06/26 - FINAL CHECK	2,640.57
313568	ERIKA LEON	6/8/2026	FINAL INSTALLMENT - 2 OF 2	10,000.00
313597	ERIKA LEON	6/16/2026	MAY 2026 MILEAGE	190.32
313581	EXED	6/12/2026	05/26 - MANAGEMENT CONTRACT FEE & CALPADS	26,160.00
313615	EXPATIAE COMMUNICATION INC.	6/25/2026	HOME INDEPENDENT STUDY	4,599.03
313626	EXPATIAE COMMUNICATION INC.	6/30/2026	05/22/26-06/03/26 - HOME INDEPENDENT STUDY	1,097.59
P094255	FLOYD SKEREN MANUKIAN LANGEVIN, LLP	6/25/2026	03/26 - LEGAL SERVICE	572.00
P093434	FOTORAMA STUDIO INC.	6/12/2026	STUDENTS ID REPRINT	10.00
P094647	FOTORAMA STUDIO INC.	6/30/2026	CLASS OF 2026 CULMINATION CERTIFICATES	1,060.80
P093435	FRESH START HEALTHY MEALS, INC.	6/12/2026	05/26 - STUDENTS LUNCH	568.10
313616	FRESH START HEALTHY MEALS, INC.	6/25/2026	05/26 - STUDENTS BREAKFAST, LUNCH, SNACK, ETC	85,725.38
313582	FRONTIER	6/12/2026	05/13/26-06/12/26 - FAX SERVICE	432.19
313627	FRONTIER	6/30/2026	06/13/26-07/12/26 - FAX SERVICE, ONE TIME CHARGE	447.72
E028963	GRADUATION SOURCE	6/18/2026	CAP & GOWN SET, DIPLOMA COVER & TASSEL 2026	2,000.23
313583	HERNANDEZ JANITORIAL SERVICES	6/12/2026	05/16/26-05/31/26 - MAINTENANCE SERVICE	1,815.00
313600	HERNANDEZ JANITORIAL SERVICES	6/18/2026	06/01/26-06/15/26 - MAINTENANCE SERVICE	1,996.50
P093890	IMPACT CANINE SOLUTIONS	6/18/2026	05/22/26 - CANINE SERVICES	230.00
P094259	IMPACT CANINE SOLUTIONS	6/25/2026	06/05/26 - CANINE SERVICE	230.00
A032410	IMPACT FACILITIES SERVICES INC	6/12/2026	05/01/26-05/31/26 - MAINTENANCE SERVICE	4,200.00
313584	IRMA L SEPULVEDA	6/12/2026	05/25/26 - LA DODGERS - LUNCH FOR STUDENTS	69.11
313610	IRMA L SEPULVEDA	6/18/2026	06/15/26 - PAYROLL STIPEND	1,054.96
313595	JAMES RICE	6/12/2026	06/26 - FINAL CHECK	1,261.19
P093436	JEANNETTE M CRUZ REIBER	6/12/2026	05/26 - MONTHLY CREDENTIALING SERVICES	800.00
P094257	JEANNETTE M CRUZ REIBER	6/25/2026	06/26 - MONTHLY CREDENTIALING SERVICES	800.00
313601	JENNIFER I. OBANDO-SALGUERO	6/18/2026	MAY 2026 MILEAGE	139.20
313579	JENY ORTEZ	6/11/2026	06/26 - FINAL CHECK	2,794.96
P094645	JONATHAN OCHOA	6/30/2026	DJ FOR 2026	500.00
P093892	KELLY SPICERS STORES	6/18/2026	COPY PAPER	252.34
P094254	KELLY SPICERS STORES	6/25/2026	COPY PAPER, FUEL SURCHARGE	703.77
313571	LA DEPT. OF WATER AND POWER	6/10/2026	05/01/26-06/01/26 - ELECTRIC CHARGES	11,514.72
313628	LA DEPT. OF WATER AND POWER	6/30/2026	05/18/26-06/17/26 - SEWER CHARGES, ELECTRIC, WATER	7,180.21
313617	LARSON COMMUNICATIONS	6/25/2026	06/26 - PUBLIC RELATIONS BILLING	40,000.00
A032409	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	6/12/2026	05/26 - LEGAL SERVICE	6,104.00
313569	LOS ANGELES COUNTY OFFICE OF EDUCATION	6/8/2026	CYBHI FEE SCHEDULE BILLING CONSORTION-SETUP FEE	50,000.00
P093430	LOS ANGELES UNIFIED SCHOOL DISTRICT	6/12/2026	06/11/26 - BONNY GREEN AND RESTROOMS FOR GRADUATION CELEBRATION	13.75
313611	LOS ANGELES UNIFIED SCHOOL DISTRICT	6/18/2026	SUMMER INTERSESSION COST	8,612.27
313618	LOS ANGELES UNIFIED SCHOOL DISTRICT	6/25/2026	08/30/24 - CUSTODIAL SERVICE	882.79
313619	LOS ANGELES UNIFIED SCHOOL DISTRICT	6/25/2026	01/26-02/26 - ELEVATOR MAINTENANCE COST, PREVENTITIVE	5,273.23
313629	LOS ANGELES UNIFIED SCHOOL DISTRICT	6/30/2026	02/26-06/26 - ELEVATOR MAINTENANCE COST, SERVICE CALL	3,877.69
313630	LOS ANGELES UNIFIED SCHOOL DISTRICT	6/30/2026	08/29/25 - CUSTODIAL SERVICE	727.69
P093891	LUIS GIRON	6/18/2026	05/26 - LANDSCAPING SERVICE	1,000.00
P094646	LUIS GIRON	6/30/2026	06/26 - LANDSCAPING SERVICE	800.00
313620	MAJOR METROPOLITAN SECURITY	6/25/2026	07/26 - FIRE ALARM MONITORING SERVICE	405.00
313585	MARIA FATIMA ORTIZ	6/12/2026	04/15/26 - TRANSPORTATION - VALOR HIGH SCHOOL	1,400.00
313621	MARIA FATIMA ORTIZ	6/25/2026	05/05/26 - TRANSPORTATION - VIRGIL MIDDLE SCHOOL	4,000.00
313602	MARIA MARTINEZ	6/18/2026	MAY MILEAGE	192.71
313631	MARK ROTHENAY	6/30/2026	STUDENTS SUPPLIES, DICES, HALOGEN LIGHTS	178.69
313572	MAX GARCIA	6/10/2026	11/12/25-11/14/25 - MEAL PER DIEM - CAC CONFERENCE	92.75

Check #	Vendor Name	Date	Description	Amount
E029088	MCCALLA COMPANY	6/25/2026	GLASS CLEANERS, RED GENERIC BAG, FABULOSO	384.55
P094258	MOSYLE CORPORATION	6/25/2026	FY26-27 - MOSYLE ONEK12 LICENSE FEE	6,444.00
313586	NALLELY BRAVO	6/12/2026	05/09/26 - BMO STADIUM - PARKING FEE FOR THE BUS	65.00
313566	NOHO PARTY RENTAL	6/3/2026	RENTAL RESIN CHAIRS WHITE STAGE	3,331.81
313596	PATRICK CARCAMO	6/12/2026	06/26 - FINAL CHECK	2,574.63
P093431	PETER HUANG AND LORETTA HUANG	6/12/2026	05/11/26-06/08/26 - ELECTRIC CHARGES	747.99
313623	PETER HUANG AND LORETTA HUANG	6/25/2026	07/26 - RENT	4,094.50
313587	PRIMO BRANDS	6/12/2026	05/22/26-06/18/26 - RENT	9.87
A032748	PRN NURSING CONSULTANTS, LLC	6/25/2026	05/26/26 - STATE MANDATE HEALTH CARDS, COORDINATING, ETC	4,352.75
313588	PUROSERVE	6/12/2026	06/26 - CABINET RENTAL, FILTER SERVICE, SOFT WATER, ETC	354.51
313603	PUROSERVE	6/18/2026	06/26 - RO RENTAL, CABINET RENTAL, FILTER SERVICE	153.72
313604	QUADIENT FINANCE USA, INC.	6/18/2026	POSTAGE, ANNUAL FEE	336.00
313605	QUADIENT LEASING USA, INC.	6/18/2026	07/01/26-09/30/26 - POSTAGE MACHINE LEASING	568.46
313606	REPUBLIC SERVICES #902	6/18/2026	06/26 - WASTE DISPOSAL SERVICE	1,975.84
313589	RICOH USA INC.	6/12/2026	06/20/26-07/19/26 - COPIER LEASE	2,594.18
E028962	RIVERSIDE ASSESSMENTS, LLC	6/18/2026	WOODCOCK-MUNOZ LANGUAGE SURVEY	2,296.75
313632	RUBEN DUENAS	6/30/2026	APRIL 2026 MILEAGE	604.45
313624	SAN FERNANDO VALLEY JAPANESE AMERICAN COM	6/25/2026	07/26 - RENT	13,502.00
P093893	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	6/18/2026	EDJOIN ACCOUNT FEES - ONE YEAR TERM	1,850.00
A032407	SCOOT EDUCATION INC.	6/12/2026	05/18/26-05/22/26 - SUBSTITUTES	8,811.00
A032589	SCOOT EDUCATION INC.	6/18/2026	05/18/26-05/22/26 - SUBSTITUTES	6,768.47
A032749	SCOOT EDUCATION INC.	6/25/2026	06/08/26-06/11/26 - SUBSTITUTES	16,572.65
A032867	SCOOT EDUCATION INC.	6/30/2026	11/17/25-11/21/25 - SUBSTITUTES	15,282.00
EFT06/30	TERESA SALE BENEFITS CONSULTANT	6/30/2026	07/26 - HEALTH PREMIUMS & PRIOR ADJUSTMENT	131,903.05
P094256	THRIVEPASS, INC	6/25/2026	05/26 - FSA PAYMENT	361.56
313590	TIME WARNER CABLE	6/12/2026	10/25 - INTERNET ACCOUNT #90303, 09/25 - E-RATE ADJUSTMENTS	52.88
313594	TIME WARNER CABLE	6/12/2026	06/26 - INTERNET ACCOUNT #93701	309.90
313622	UNUM	6/25/2026	07/26 - DISABILITY PREMIUMS	1,565.26
313591	VALINDA MENESES	6/12/2026	04/11/26 - LUNCH FOR STUDENTS ON FIELD TRIP TO UCSB	158.75
313607	VALINDA MENESES	6/18/2026	2/10/26 - TARGET - GAMES FOR WEEKLY LUNCH ACTICITY	117.74
313573	VASHON NUTT	6/10/2026	04/19/26 - LODGING FOR CPI CERTIFICATION TRAINING	716.83
313608	VASHON NUTT	6/18/2026	MARCH 2026 MILEAGE	864.56
313633	YESENIA MARCHELL	6/30/2026	02/12/26-04/28/26 - APPEAL APPLICATION , LODGING, MILEAGE	590.29
313634	YOLANDA FUENTES	6/30/2026	DJ FOR KNIGHTS BALL, LUNCH FOR STAFF, CANVASES & VASES, ETC	1,324.01
				620,052.55

Coversheet

YPICS FY25-26 Unaudited Financials

Section:	V. Items Scheduled For Action
Item:	G. YPICS FY25-26 Unaudited Financials
Purpose:	Vote
Submitted by:	
Related Material:	19-64733-0106872 BCCS UAR Form 62.pdf 19-64733-0114959 MORCS UAR Form 62.pdf 19-64733-0132126 BCHS UAR Form 62.pdf

Bert Corona Charter
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0106872
Form 62
G8AXYSZGHH(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,668,091.00	5,003,373.46	7.2%
2) Federal Revenue		8100-8299	643,186.00	620,324.43	-3.6%
3) Other State Revenue		8300-8599	1,696,574.18	1,531,999.64	-9.7%
4) Other Local Revenue		8600-8799	479,287.17	674,915.04	40.8%
5) TOTAL, REVENUES			7,487,138.35	7,830,612.57	4.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	2,313,448.26	2,506,007.23	8.3%
2) Classified Salaries		2000-2999	1,123,243.41	1,150,685.24	2.4%
3) Employee Benefits		3000-3999	1,114,905.61	1,167,404.56	4.7%
4) Books and Supplies		4000-4999	587,375.08	645,349.49	9.9%
5) Services and Other Operating Expenses		5000-5999	2,262,686.67	2,348,890.74	3.8%
6) Depreciation and Amortization		6000-6999	81,450.16	84,546.45	3.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			7,483,109.19	7,902,883.71	5.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,029.16	(72,271.14)	-1,893.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			4,029.16	(72,271.14)	-1,893.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	4,454,953.51	4,462,533.88	0.2%
b) Audit Adjustments		9793	3,551.21	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,458,504.72	4,462,533.88	0.1%
d) Other Restatements		9795	0.00	(6,709.20)	New
e) Adjusted Beginning Net Position (F1c + F1d)			4,458,504.72	4,455,824.68	-0.1%
2) Ending Net Position, June 30 (E + F1e)			4,462,533.88	4,383,553.54	-1.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	677,267.80	804,191.55	18.7%
b) Restricted Net Position		9797	141,223.09	101,570.94	-28.1%
c) Unrestricted Net Position		9790	3,644,042.99	3,477,791.05	-4.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	3,776,827.35		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	763,602.61		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	77,977.93		
8) Other Current Assets		9340	100,255.25		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Bert Corona Charter
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0106872
Form 62
G8AXYSZGHH(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	932,942.82		
c) Accumulated Depreciation - Land Improvements		9425	(365,157.12)		
d) Buildings		9430	1,560,806.75		
e) Accumulated Depreciation - Buildings		9435	(1,470,903.88)		
f) Equipment		9440	1,252,729.73		
g) Accumulated Depreciation - Equipment		9445	(1,233,150.50)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	2,182,787.75		
j) Accumulated Amortization-Lease Assets		9465	(491,571.60)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			7,087,147.09		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	149,642.28		
2) Due to Grantor Governments		9590	20,615.58		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	624,864.56		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	22,595.87		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	1,806,894.95		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			2,624,613.24		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(must agree with line F2) (G11 + H2) - (I7 + J2)			4,462,533.85		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,333,373.00	2,678,712.35	14.8%
Education Protection Account State Aid - Current Year		8012	915,383.00	893,132.76	-2.4%
State Aid - Prior Years		8019	5,747.00	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,413,588.00	1,431,528.35	1.3%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,668,091.00	5,003,373.46	7.2%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	354,424.74	364,795.12	2.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	82,694.00	84,826.07	2.6%
Title I, Part A, Basic	3010	8290	148,313.00	136,007.00	-8.3%

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Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	16,669.00	16,404.00	-1.6%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	10,681.00	8,292.24	-22.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	30,404.26	10,000.00	-67.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			643,186.00	620,324.43	-3.6%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	139,087.57	144,245.34	3.7%
Mandated Costs Reimbursements		8550	6,548.00	6,805.00	3.9%
Lottery - Unrestricted and Instructional Materials		8560	94,844.14	93,466.63	-1.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	243,380.62	260,931.74	7.2%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.0%
Charter School Facility Grant	6030	8590	146,937.69	91,138.50	-38.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	36,096.62	78,955.50	118.7%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	826,196.70	652,974.09	-21.0%
TOTAL, OTHER STATE REVENUE			1,696,574.18	1,531,999.64	-9.7%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	92,981.01	85,000.00	-8.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	334,623.87	465,860.00	39.2%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	51,682.29	124,055.04	140.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%

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Charter Schools Enterprise Fund
Expenses by Object

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Form 62
G8AXYSZGHH(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			479,287.17	674,915.04	40.8%
TOTAL, REVENUES			7,487,138.35	7,830,612.57	4.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,808,732.49	1,925,704.51	6.5%
Certificated Pupil Support Salaries		1200	224,982.21	287,457.52	27.8%
Certificated Supervisors' and Administrators' Salaries		1300	279,733.56	292,845.20	4.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,313,448.26	2,506,007.23	8.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	345,934.04	384,741.63	11.2%
Classified Support Salaries		2200	174,172.81	182,333.57	4.7%
Classified Supervisors' and Administrators' Salaries		2300	287.26	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	565,010.98	539,505.39	-4.5%
Other Classified Salaries		2900	37,838.32	44,104.65	16.6%
TOTAL, CLASSIFIED SALARIES			1,123,243.41	1,150,685.24	2.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	421,572.07	478,647.37	13.5%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	120,727.62	124,364.52	3.0%
Health and Welfare Benefits		3401-3402	543,030.92	549,057.43	1.1%
Unemployment Insurance		3501-3502	1,710.22	1,828.36	6.9%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	27,864.78	13,506.88	-51.5%
TOTAL, EMPLOYEE BENEFITS			1,114,905.61	1,167,404.56	4.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	28,335.41	54,565.38	92.6%
Books and Other Reference Materials		4200	1,844.37	4,000.00	116.9%
Materials and Supplies		4300	101,263.96	128,543.57	26.9%
Noncapitalized Equipment		4400	70,187.19	68,212.00	-2.8%
Food		4700	385,744.15	390,028.54	1.1%
TOTAL, BOOKS AND SUPPLIES			587,375.08	645,349.49	9.9%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	12,395.04	9,100.00	-26.6%
Dues and Memberships		5300	9,228.06	12,628.00	36.8%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	176,285.07	188,400.00	6.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	258,884.33	258,067.20	-0.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	1,765,874.17	1,839,599.04	4.2%
Communications		5900	40,020.00	41,096.50	2.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,262,686.67	2,348,890.74	3.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	81,450.16	84,546.45	3.8%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			81,450.16	84,546.45	3.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			7,483,109.19	7,902,883.71	5.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Function

19 64733 0106872
Form 62
G8AXYSZGHH(2025-26)

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,668,091.00	5,003,373.46	7.2%
2) Federal Revenue		8100-8299	643,186.00	620,324.43	-3.6%
3) Other State Revenue		8300-8599	1,696,574.18	1,531,999.64	-9.7%
4) Other Local Revenue		8600-8799	479,287.17	674,915.04	40.8%
5) TOTAL, REVENUES			7,487,138.35	7,830,612.57	4.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		3,472,515.86	3,740,618.73	7.7%
2) Instruction - Related Services	2000-2999		1,883,857.76	1,972,612.31	4.7%
3) Pupil Services	3000-3999		900,551.56	1,007,446.56	11.9%
4) Ancillary Services	4000-4999		1,544.60	5,500.00	256.1%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		642,599.95	595,653.25	-7.3%
8) Plant Services	8000-8999		582,039.46	581,052.86	-0.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			7,483,109.19	7,902,883.71	5.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,029.16	(72,271.14)	-1,893.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			4,029.16	(72,271.14)	-1,893.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	4,454,953.51	4,462,533.88	0.2%
b) Audit Adjustments		9793	3,551.21	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,458,504.72	4,462,533.88	0.1%
d) Other Restatements		9795	0.00	(6,709.20)	New
e) Adjusted Beginning Net Position (F1c + F1d)			4,458,504.72	4,455,824.68	-0.1%
2) Ending Net Position, June 30 (E + F1e)			4,462,533.88	4,383,553.54	-1.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	677,267.80	804,191.55	18.7%
b) Restricted Net Position		9797	141,223.09	101,570.94	-28.1%
c) Unrestricted Net Position		9790	3,644,042.99	3,477,791.05	-4.6%

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

19 64733 0106872
Form 62
G8AXYSZGHH(2025-26)

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	141,223.09	101,570.94
Total, Restricted Net Position		141,223.09	101,570.94

Monsenor Oscar Romero Charter Middle
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0114959
Form 62
G8ATKUTTER(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,802,477.00	4,192,780.70	10.3%
2) Federal Revenue		8100-8299	495,266.42	506,350.57	2.2%
3) Other State Revenue		8300-8599	1,229,070.25	1,336,800.33	8.8%
4) Other Local Revenue		8600-8799	462,122.00	597,341.00	29.3%
5) TOTAL, REVENUES			5,988,935.67	6,633,272.60	10.8%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,963,880.14	2,063,135.17	5.1%
2) Classified Salaries		2000-2999	877,744.19	910,726.76	3.8%
3) Employee Benefits		3000-3999	939,731.21	898,265.06	-4.4%
4) Books and Supplies		4000-4999	385,961.00	507,415.31	31.5%
5) Services and Other Operating Expenses		5000-5999	1,987,728.20	2,188,489.73	10.1%
6) Depreciation and Amortization		6000-6999	769,753.40	755,443.27	-1.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	131,952.45	145,164.54	10.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			7,056,750.59	7,468,639.84	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,067,814.92)	(835,367.24)	-21.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(1,067,814.92)	(835,367.24)	-21.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	21,768,050.23	20,700,548.86	-4.9%
b) Audit Adjustments		9793	313.55	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			21,768,363.78	20,700,548.86	-4.9%
d) Other Restatements		9795	0.00	42,667.24	New
e) Adjusted Beginning Net Position (F1c + F1d)			21,768,363.78	20,743,216.10	-4.7%
2) Ending Net Position, June 30 (E + F1e)			20,700,548.86	19,907,848.86	-3.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	17,219,377.68	16,646,146.23	-3.3%
b) Restricted Net Position		9797	127,364.34	125,588.77	-1.4%
c) Unrestricted Net Position		9790	3,353,806.84	3,136,113.86	-6.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	4,051,226.52		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	544,119.32		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	48,631.17		
8) Other Current Assets		9340	1,534.05		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

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

19 64733 0114959
Form 62
G8ATKUTTER(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	79,792.98		
c) Accumulated Depreciation - Land Improvements		9425	(36,609.37)		
d) Buildings		9430	29,012,416.91		
e) Accumulated Depreciation - Buildings		9435	(5,430,943.06)		
f) Equipment		9440	742,829.34		
g) Accumulated Depreciation - Equipment		9445	(692,558.12)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	42,310.68		
j) Accumulated Amortization-Lease Assets		9465	(11,687.77)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			28,351,062.65		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	161,056.99		
2) Due to Grantor Governments		9590	371,710.17		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	227,450.00		
5) Unearned Revenue		9650	608,030.70		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	23,541.76		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	30,622.94		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	6,228,101.23		
7) TOTAL, LIABILITIES			7,650,513.79		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(must agree with line F2) (G11 + H2) - (I7 + J2)			20,700,548.86		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,924,824.00	2,276,005.19	18.2%
Education Protection Account State Aid - Current Year		8012	737,532.00	736,961.19	-0.1%
State Aid - Prior Years		8019	4,977.00	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,135,144.00	1,179,814.32	3.9%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,802,477.00	4,192,780.70	10.3%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	260,552.32	275,292.01	5.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	66,424.00	69,910.60	5.2%
Title I, Part A, Basic	3010	8290	129,623.00	126,092.00	-2.7%

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Los Angeles Unified
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Form 62
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Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	14,497.00	13,662.00	-5.8%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	13,413.00	11,181.96	-16.6%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	10,757.10	10,212.00	-5.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			495,266.42	506,350.57	2.2%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	100,605.38	106,804.99	6.2%
Mandated Costs Reimbursements		8550	5,673.00	5,462.00	-3.7%
Lottery - Unrestricted and Instructional Materials		8560	76,061.34	77,031.85	1.3%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	136,541.60	233,092.46	70.7%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	59,743.00	56,755.22	-5.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	646,963.09	654,170.97	1.1%
TOTAL, OTHER STATE REVENUE			1,229,070.25	1,336,800.33	8.8%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	149,075.99	120,000.00	-19.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	265,519.14	383,341.00	44.4%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	47,526.87	94,000.00	97.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%

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Los Angeles Unified
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Charter Schools Enterprise Fund
Expenses by Object

19 64733 0114959
Form 62
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Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			462,122.00	597,341.00	29.3%
TOTAL, REVENUES			5,988,935.67	6,633,272.60	10.8%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,681,828.35	1,674,502.50	-0.4%
Certificated Pupil Support Salaries		1200	143,245.47	244,193.57	70.5%
Certificated Supervisors' and Administrators' Salaries		1300	138,806.32	144,439.10	4.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,963,880.14	2,063,135.17	5.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	232,881.00	226,259.80	-2.8%
Classified Support Salaries		2200	113,616.59	102,483.00	-9.8%
Classified Supervisors' and Administrators' Salaries		2300	235.76	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	485,037.96	548,357.37	13.1%
Other Classified Salaries		2900	45,972.88	33,626.59	-26.9%
TOTAL, CLASSIFIED SALARIES			877,744.19	910,726.76	3.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	361,566.41	394,058.82	9.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	95,821.55	99,586.05	3.9%
Health and Welfare Benefits		3401-3402	467,316.60	391,436.70	-16.2%
Unemployment Insurance		3501-3502	1,418.05	1,486.93	4.9%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,608.60	11,696.56	-14.1%
TOTAL, EMPLOYEE BENEFITS			939,731.21	898,265.06	-4.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	15,534.60	52,645.21	238.9%
Books and Other Reference Materials		4200	3,839.37	4,200.00	9.4%
Materials and Supplies		4300	61,834.92	110,490.00	78.7%
Noncapitalized Equipment		4400	39,784.13	48,740.00	22.5%
Food		4700	264,967.98	291,340.10	10.0%
TOTAL, BOOKS AND SUPPLIES			385,961.00	507,415.31	31.5%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	11,615.56	10,399.00	-10.5%
Dues and Memberships		5300	7,231.98	9,600.01	32.7%
Insurance		5400-5499	344.00	370.95	7.8%
Operations and Housekeeping Services		5500	400,669.15	412,829.86	3.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	32,746.03	77,516.97	136.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	1,483,487.14	1,624,732.82	9.5%
Communications		5900	51,634.34	53,040.12	2.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,987,728.20	2,188,489.73	10.1%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	769,753.40	755,443.27	-1.9%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			769,753.40	755,443.27	-1.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	131,952.45	145,164.54	10.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			131,952.45	145,164.54	10.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			7,056,750.59	7,468,639.84	5.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Expenses by Function

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Form 62
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Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,802,477.00	4,192,780.70	10.3%
2) Federal Revenue		8100-8299	495,266.42	506,350.57	2.2%
3) Other State Revenue		8300-8599	1,229,070.25	1,336,800.33	8.8%
4) Other Local Revenue		8600-8799	462,122.00	597,341.00	29.3%
5) TOTAL, REVENUES			5,988,935.67	6,633,272.60	10.8%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		3,089,787.31	3,158,884.04	2.2%
2) Instruction - Related Services	2000-2999		1,486,755.11	1,628,885.47	9.6%
3) Pupil Services	3000-3999		624,620.83	805,760.75	29.0%
4) Ancillary Services	4000-4999		2,993.41	8,400.00	180.6%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		491,028.93	473,589.41	-3.6%
8) Plant Services	8000-8999		1,229,612.55	1,247,955.63	1.5%
9) Other Outgo	9000-9999	Except 7600-7699	131,952.45	145,164.54	10.0%
10) TOTAL, EXPENSES			7,056,750.59	7,468,639.84	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,067,814.92)	(835,367.24)	-21.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(1,067,814.92)	(835,367.24)	-21.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	21,768,050.23	20,700,548.86	-4.9%
b) Audit Adjustments		9793	313.55	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			21,768,363.78	20,700,548.86	-4.9%
d) Other Restatements		9795	0.00	42,667.24	New
e) Adjusted Beginning Net Position (F1c + F1d)			21,768,363.78	20,743,216.10	-4.7%
2) Ending Net Position, June 30 (E + F1e)			20,700,548.86	19,907,848.86	-3.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	17,219,377.68	16,646,146.23	-3.3%
b) Restricted Net Position		9797	127,364.34	125,588.77	-1.4%
c) Unrestricted Net Position		9790	3,353,806.84	3,136,113.86	-6.5%

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

19 64733 0114959
Form 62
G8ATKUTTER(2025-26)

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	127,364.34	125,588.77
Total, Restricted Net Position		127,364.34	125,588.77

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,140,392.00	3,423,138.10	9.0%
2) Federal Revenue		8100-8299	305,939.78	290,127.85	-5.2%
3) Other State Revenue		8300-8599	811,747.85	710,256.37	-12.5%
4) Other Local Revenue		8600-8799	325,342.06	402,036.48	23.6%
5) TOTAL, REVENUES			4,583,421.69	4,825,558.80	5.3%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,569,760.83	1,523,537.24	-2.9%
2) Classified Salaries		2000-2999	799,162.15	771,978.52	-3.4%
3) Employee Benefits		3000-3999	854,269.90	801,799.65	-6.1%
4) Books and Supplies		4000-4999	230,788.71	267,088.70	15.7%
5) Services and Other Operating Expenses		5000-5999	1,402,103.81	1,391,099.42	-0.8%
6) Depreciation and Amortization		6000-6999	26,508.32	24,223.43	-8.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,882,593.72	4,779,726.96	-2.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(299,172.03)	45,831.84	-115.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(299,172.03)	45,831.84	-115.3%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,165,167.16	865,995.13	-25.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,165,167.16	865,995.13	-25.7%
d) Other Restatements		9795	0.00	12,835.37	New
e) Adjusted Beginning Net Position (F1c + F1d)			1,165,167.16	878,830.50	-24.6%
2) Ending Net Position, June 30 (E + F1e)			865,995.13	924,662.34	6.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	51,360.08	27,136.65	-47.2%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	814,635.05	897,525.69	10.2%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	800,181.88		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	305,748.26		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	47,665.02		
8) Other Current Assets		9340	1,243.83		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	2,452.36		
c) Accumulated Depreciation - Land Improvements		9425	(279.21)		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	455,053.82		
g) Accumulated Depreciation - Equipment		9445	(405,866.89)		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	28,485.29		
j) Accumulated Amortization-Lease Assets		9465	(7,868.67)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			1,226,815.69		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	125,130.90		
2) Due to Grantor Governments		9590	3,848.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	193,659.68		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	17,565.37		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	20,616.62		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			360,820.57		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(must agree with line F2) (G11 + H2) - (I7 + J2)			865,995.12		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,318,449.00	2,581,175.35	11.3%
Education Protection Account State Aid - Current Year		8012	35,366.00	37,000.00	4.6%
State Aid - Prior Years		8019	3,702.00	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	782,875.00	804,962.75	2.8%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,140,392.00	3,423,138.10	9.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	115,828.42	115,430.38	-0.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	45,828.00	47,698.55	4.1%
Title I, Part A, Basic	3010	8290	95,544.00	99,155.00	3.8%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	10,551.00	11,185.00	6.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	7,934.00	6,658.92	-16.1%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	30,254.36	10,000.00	-66.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			305,939.78	290,127.85	-5.2%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	47,692.53	47,528.64	-0.3%
Mandated Costs Reimbursements		8550	11,964.00	10,695.00	-10.6%
Lottery - Unrestricted and Instructional Materials		8560	52,244.41	52,557.23	0.6%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	32,110.48	41,717.16	29.9%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	667,736.43	557,758.34	-16.5%
TOTAL, OTHER STATE REVENUE			811,747.85	710,256.37	-12.5%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	29,002.56	20,000.00	-31.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	200,923.14	282,900.00	40.8%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	95,416.36	99,136.48	3.9%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			325,342.06	402,036.48	23.6%
TOTAL, REVENUES			4,583,421.69	4,825,558.80	5.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,256,811.79	1,154,941.38	-8.1%
Certificated Pupil Support Salaries		1200	168,063.10	219,939.56	30.9%
Certificated Supervisors' and Administrators' Salaries		1300	144,885.94	148,656.30	2.6%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,569,760.83	1,523,537.24	-2.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	298,941.51	254,613.71	-14.8%
Classified Support Salaries		2200	38,466.25	53,480.63	39.0%
Classified Supervisors' and Administrators' Salaries		2300	113,172.96	119,034.20	5.2%
Clerical, Technical and Office Salaries		2400	292,829.79	288,519.46	-1.5%
Other Classified Salaries		2900	55,751.64	56,330.52	1.0%
TOTAL, CLASSIFIED SALARIES			799,162.15	771,978.52	-3.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	288,491.47	290,995.61	0.9%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	84,287.93	81,147.64	-3.7%
Health and Welfare Benefits		3401-3402	460,092.66	420,788.84	-8.5%
Unemployment Insurance		3501-3502	1,182.61	1,147.76	-2.9%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	20,215.23	7,719.80	-61.8%
TOTAL, EMPLOYEE BENEFITS			854,269.90	801,799.65	-6.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	3,348.37	21,200.00	533.1%
Books and Other Reference Materials		4200	1,281.48	1,500.00	17.1%
Materials and Supplies		4300	70,706.64	71,550.00	1.2%
Noncapitalized Equipment		4400	25,609.72	34,100.00	33.2%
Food		4700	129,842.50	138,738.70	6.9%
TOTAL, BOOKS AND SUPPLIES			230,788.71	267,088.70	15.7%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,280.98	2,500.00	-65.7%
Dues and Memberships		5300	13,243.09	15,256.09	15.2%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	8,317.78	6,750.00	-18.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	360,105.96	405,456.18	12.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	982,489.30	929,561.94	-5.4%
Communications		5900	30,666.70	31,575.21	3.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,402,103.81	1,391,099.42	-0.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	26,508.32	24,223.43	-8.6%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			26,508.32	24,223.43	-8.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Object

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			4,882,593.72	4,779,726.96	-2.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

Unaudited Actuals
Charter Schools Enterprise Fund
Expenses by Function

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,140,392.00	3,423,138.10	9.0%
2) Federal Revenue		8100-8299	305,939.78	290,127.85	-5.2%
3) Other State Revenue		8300-8599	811,747.85	710,256.37	-12.5%
4) Other Local Revenue		8600-8799	325,342.06	402,036.48	23.6%
5) TOTAL, REVENUES			4,583,421.69	4,825,558.80	5.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		2,439,634.68	2,202,568.26	-9.7%
2) Instruction - Related Services	2000-2999		1,260,649.16	1,270,748.67	0.8%
3) Pupil Services	3000-3999		472,528.12	542,754.33	14.9%
4) Ancillary Services	4000-4999		1,255.34	3,250.00	158.9%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		349,424.98	318,117.20	-9.0%
8) Plant Services	8000-8999		359,101.44	442,288.50	23.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			4,882,593.72	4,779,726.96	-2.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(299,172.03)	45,831.84	-115.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(299,172.03)	45,831.84	-115.3%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,165,167.16	865,995.13	-25.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,165,167.16	865,995.13	-25.7%
d) Other Restatements		9795	0.00	12,835.37	New
e) Adjusted Beginning Net Position (F1c + F1d)			1,165,167.16	878,830.50	-24.6%
2) Ending Net Position, June 30 (E + F1e)			865,995.13	924,662.34	6.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	51,360.08	27,136.65	-47.2%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	814,635.05	897,525.69	10.2%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

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

19 64733 0132126
Form 62
G8AW9N73WT(2025-26)

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

Coversheet

YPICS FY25-26 Prop 28 Reports

Section:	V. Items Scheduled For Action
Item:	H. YPICS FY25-26 Prop 28 Reports
Purpose:	Vote
Submitted by:	
Related Material:	AnnualReport BCCS FY25-26.pdf AnnualReport BCCHS FY25-26.pdf AnnualReport MORCS FY25-26.pdf

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2026-27

Name: Bert Corona Charter
 CDS Code: 1964733-0106872
 Charter School Number: 654
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

BCCS expended its Prop 28 funds on locally developed arts clubs and through a partnership with Create Now. Create Now, provides artists/teachers that deliver after school programs connected to the arts. This year, they provided a comic book club, animation, and a guitar class. In the comic book club, students learned storyboarding and narrative techniques, leading to the creation of their own comic books which were published and bound for the students. In the guitar club, the students learned basic chords and showcased their learning by performing a short concert with Mariachi musicians at the end of the school year. Other programs on campus included animation club (after school), yearbook and photography club (after school), arts and wellness club (before school), and film appreciation club (after school). These programs were developed and taught by our teachers and staff with the goal of exposing our students to varied experiences in the arts.

2. Number of full-time equivalent teachers (certificated).	0.2
3. Number of full-time equivalent personnel (classified).	0.1
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	120
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	8/31/2026 12:00:00 AM

Annual Report Data URL

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Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2026-27

Name: Bert Corona Charter High

CDS Code: 1964733-0132126

Charter School Number: 1724

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Through the Visual and Media Arts pathway, Students are exposed to occupations that use visual art, digital media, and web-based tools and materials as a means of communication and expression. Students explore graphic design, printing and 3D printing, game design, jewelry design, laser cutting and etching, photography, and fashion design. Through after-school and summer program enrichment activities, students explore dance and art. Prop 28 funds are used to add an additional period of instruction, provide a media arts tutor, an after-school dance teacher, and arts enrichment classes during the summer program, and supplies and materials for student projects.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.5

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 148

6. Number of school sites providing arts education. 1

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Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2026-27

Name: Monsenor Oscar Romero Charter Middle

CDS Code: 1964733-0114959

Charter School Number: 931

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

MORCS Media Arts Pathway exposes students to the study of human communication through film, photography, video, audio, computer/digital arts, and interactive media. Students creatively employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas about the world. MORCS partners with the Youth Cinema Project (YCP) to provide project based learning units that prepares students with the foundational skills necessary to enter the entertainment industry's multicultural future. MORCS also uses Prop 28 to purchase supplies and materials for student projects.

2. Number of full-time equivalent teachers (certificated). 0.5

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 46

6. Number of school sites providing arts education. 1

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