Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday November 9, 2026 at 6:00 PM PST

Location

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

The Public may also access the live stream of the meeting at any of the (3) YPICS schools or via the Zoom link below:
https://us06web.zoom.us/j/89406523157

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
A.	Record Attendance and Guests		Yesenia Zubia	
B.	Call the Meeting to Order		Mary Keipp	
C.	Additions/Corrections to Agenda		Mary Keipp	1 m
D.	Approval of October 13, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
E.	Welcome New Board Member Dr. Tony Jake			2 m

	Purpose	Presenter	Time

The YPICS Board and Executive Team would like to extend a warm official welcome to Dr. Tony Jake as she joins the YPICS Board of Directors. We are deeply grateful to have your experience, dedication, and leadership guiding our schools forward.

II. Communications 6:04 PM

A. Presentations from the Public FYI Mary Keipp

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

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

Instructions for Presentations to the Board by Parents and Citizens

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

If you wish to make a public comment, 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:

Purpose Presenter Time

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 info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

		Purpose	Presenter	Time
III.	**Items Scheduled for Information**			**6:04 PM**
A.	Board Committee Updates	FYI	Committee Chairs	5 m

1. Board Academic Committee update presented by Committee Chair, Cesar Lopez

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

3. January Board Retreat update presented by Board Chair, Mark Keipp

B.	Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	5 m
C.	Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	5 m
D.	Bert Corona Charter High School Executive Administrator's Report	FYI	Max Garcia	5 m
E.	YPICS Executive Director's Report	FYI	Yvette King-Berg	5 m
F.	LACOE Williams Report for Monseñor Oscar Romero Charter School	FYI	Yvette King-Berg	1 m

This is an informational item containing a letter concluding the William's visit determined Monseñor Oscar Romero Charter School to have a "sufficiency of instructional materials in each of the specified classes visited during the review."

G.	Title III English Learner Program Annual Online Report 25-26 School Year	FYI	Yvette King-Berg	2 m
H.	Facilities		Yvette King-Berg	3 m
IV.	**Consent Agenda Items**			**6:35 PM**

A. Background

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removal

		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
	There are no items on the consent agenda this month.			

V. Items Scheduled For Action — 6:36 PM

A.	YPICS FY26-27 September Financials	Vote	Irina Castillo	8 m
	This is a recommendation from administration to approve the YPICS September 2026 financials and check registers as submitted.			
B.	Ratify Banc of California Line of Credit Draw Down	Vote	Yvette King-Berg	5 m
	This is a recommendation from the Executive Director to ratify the $300,000 Banc of California draw from line of credit.			
C.	Closing Out Certificate of Deposit with East West Bank	Vote	Yvette King-Berg and Irina Castillo	5 m
	This is a recommendation from Executive Administration to close out the current CD with East West Bank and reallocate the capital.			
D.	Opening an Account with Cathay Wealth Management	Vote	Yvette King-Berg and Irina Castillo	10 m
	This is a recommendation from Executive Administration to consider opening an account with Cathay Wealth Management.			

VI. Announcements — 7:04 PM

A.	Next Board Meeting	FYI	Yvette King-Berg	2 m
	The next YPICS Regular Board Meeting is scheduled for December 7, 2026 in the Conference Room of the Learning & Support Center Office and streamed via Zoom.			
B.	Future Board Meetings			

- December 7, 2026
- February 1, 2027
- March 1, 2027
- March 29, 2027

	Purpose	Presenter	Time

- April 26, 2027
- May 17, 2027
- June 14, 2027
- June 28, 2027

VII. Closing Items **7:06 PM**

A.	Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of October 13, 2026 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of October 13, 2026 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on October 13, 2026

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Tuesday October 13, 2026 at 6:00 PM

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

The Public may also access the live stream of the meeting at any of the (3) YPICS schools or via the Zoom link below:
https://us06web.zoom.us/j/83937677122

Trustees Present
C. Lopez, M. Green, M. Keipp

Trustees Absent
None

Guests Present
Erin Castillo, F. Zepeda (remote), I. Castillo, K. Gamez (remote), K. Myers, M. Garcia, R. Duenas, Victor Marsh (remote), 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 Tuesday Oct 13, 2026 at 6:15 PM.

C. Additions/Corrections to Agenda

The agenda was reorganized to have IV. Consent Agenda Items and V. Action Items presented after III. A. Board Committee Reports.

D. Approval of August 31, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 08-31-26.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Lopez Aye
M. Keipp Aye
M. Green Aye

E. Approval of October 2, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 10-02-26.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Lopez Aye
M. Keipp Aye
M. Green Aye

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

Finance Committee Chair Michael Green reported that the current focus is the 25-26 audit. He will call a committee meeting after the audit to review it before the regular December Board Meeting.

Academic Committee Chair, Cesar Lopez, reported that he was pleased to read the academic updates in each of the EAs BOD reports. Today's Academic Meeting has been rescheduled to Monday, November 9th, at 5:00 PM.

B. Bert Corona Charter School Executive Administrator's Report

Instruction

This year, instruction has continued to focus on supporting our multilingual learners and students with special needs. We have dedicated 3 hours per week after school to co-planning and have clarified the process and procedures. Recently, we hosted a SPED PD series in which each team evaluated its co-teaching and co-planning practices through the lens of how well they support our students with special needs. This series ended with our new Coordinator of Special Education, Tawanda Sanon, leading a training on accommodations and the blend between special education services and the general education classroom. To further support these efforts, we have also held 2 academic parent nights this year, one focused on Multilingual Learners and one for families of students with special needs. Our next PD series will be led by Mr. Bradford, our YPICS Director of Technology, and will focus on AI and tech integration. Additionally, we have continued our partnerships with the UCLA Math Project and LACOE, pushing data use and engaging strategies to support all learners in the classroom. We are also continuing our partnership with iReady to enhance our use of the curriculum to support all learners.

We continue to push our teachers to improve and refine their practice for our kids. Below (next page), you can see our 6th grade team's rating of their implementation of co-teaching and co-planning, with their action steps included at the end. All grade levels and teams completed this rubric in collaboration with their SPED resource teacher and the ELD team.

See Full Report for updates on **renewal** and **Parent engagement activities.**

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

As we continue into the 2026–27 school year, MORCS remains focused on strengthening instructional practices, fostering a positive school culture, improving student attendance, and creating meaningful opportunities for student growth. This report highlights our ongoing investment in inclusive education, the positive impact of student recognition, our efforts to support consistent attendance, and the launch of our athletics programs. Across each area, our team continues to build systems and create opportunities that support our students' academic, social, and personal development.

Instruction:

Strengthening Special Education and Inclusive Practices During the 2026–27 school year, MORCS is prioritizing the development of inclusive learning environments that better support students with disabilities. In collaboration with Adie Buchinsky from CHIME, we are hosting monthly professional learning meetings focused on strengthening Special Education practices and improving outcomes for students receiving special education services. In August, Adie visited MORCS to facilitate focus panels with staff, providing an opportunity to assess our team's current practices, identify areas of need, and better understand the supports necessary to serve our students effectively. Since then, we have held two Special Education-focused meetings, including our September

session facilitated by Adie. Our primary focus this year is to strengthen co-planning and co-teaching practices so that students with disabilities have greater access to inclusive, supportive, and rigorous learning environments. Ms. Montiel, our Special Education lead teacher, will facilitate these monthly meetings throughout the year with continued support from Adie and CHIME. Through this ongoing collaboration, we aim to build staff capacity, strengthen instructional partnerships, and ensure that all students have meaningful opportunities to access grade-level instruction and succeed in the classroom.

See the full report for updates on school culture & climate, operations, and athletics.

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

Academics

NWEA Fall 2026

The Fall 2026 NWEA MAP Growth assessment establishes our baseline for the 2026–27 school year, with 170 students tested in Reading and 169 in Mathematics. Key findings: • Reading is ahead of Mathematics. The schoolwide Reading median is the 39th percentile, compared to the 27th percentile in Math. Nearly half of students (47%) score in the average range or above in Reading, compared to about one-third (35%) in Math. • **Grade 12 is performing at national norms in both subjects (Reading median 51st percentile; Math median 50th), with most seniors scoring at or above the 41st percentile (57% Reading, 63% Math).** • Grade 10 is our highest-priority cohort. Tenth graders have the lowest medians in both subjects (31st percentile Reading, 17th percentile Math), with roughly two-thirds or more scoring below the 41st percentile. • Mathematics foundations are a schoolwide need in grades 9–11. Between 72% and 76% of students in each of these grades score below the 41st percentile, and 44% of all students tested score in the lowest band (1st–20th percentile). • Next steps: Results will guide targeted Reading intervention for Grade 10 and structured Math support for Grades 9–11 through our MTSS process. We will use Winter NWEA results to measure growth from this baseline.

Community Schools

Vision 2 Learn — Vision Services Partnership

BCCHS partnered with Vision 2 Learn to provide vision services to our students this school year. Vision 2 Learn provides eye exams and glasses at no out-of-pocket cost to our families. • Pre-screening (Monday, September 28): A clinician pre-screened students and identified 82 students in need of glasses. • Eye exams (Thursday, October 1): The mobile clinic, staffed by a licensed optometrist, examined 22 of the 82 students. Vision 2 Learn scheduled two additional mobile clinics on Friday, October 2, to see the remaining

students. • Frames and delivery: Once all exams are completed, Vision 2 Learn will return so all 82 students can select frames; glasses will be delivered 3–4 weeks later. • Participation: As of October 1, only one student had opted out of the program

See full report for updates in college & career, and school culture & climate.

E. YPICS Chief Operations Officer's Report

Operations
Enrollment
BCCHS and MORCS are currently 15 and 3 below our enrollment target, respectively. BCCS is 2 over the enrollment target. Staff will adjust the budget based on enrollment numbers. Since the last report, BCCHS added 4 more students, and MORCS added 1 student. BCCS total enrollment has remained static.

Williams Facilities Visit
Both Bert Corona Charter School and Bert Corona Charter High School completed the LA County Office of Education Williams Facilities Visit. BCCS received a score of 100% (exemplary), and BCCHS received 98.14% (good). At BCCHS, the facilities were marked down because of missing, damaged, or loose ceiling tiles in room 47 and in the Gym. LAUSD is responsible for these items.

Technology:
To manage printing costs, the Director of Technology & Integration changed the printing default setting from color to black & white. The change has saved $740 for the first 3 months of the school year, even though staff printed 3406 more pages.

F. YPICS Executive Director Report

State

New Reclassification Criteria

Under **Assembly Bill 2555 (AB 2555)**, which Governor Gavin Newsom signed into law as an urgency statute on September 27, 2026, California dramatically simplified and standardized the reclassification criteria for English Learners (ELs).
The New Statewide Reclassification Standard
Under AB 2555, **English proficiency on state assessments is now the sole criterion for reclassification** to Reclassified Fluent English Proficient (RFEP) status. A student qualifies for reclassification immediately upon achieving:

1. **Summative ELPAC:** Overall Performance Level 4
2. **Summative Alternate ELPAC:** Overall Performance Level 3

Excerpt from "Annual Inflation Holds at 3.4% as Energy Pressures Continue From School Services of California, posted September 11, 2026

The Bureau of Labor Statistics released the latest inflation figures today, September 11, 2026, showing consumer prices rose 0.4% in August, while the annual inflation rate held at 3.4%. Core inflation, which excludes the more volatile food and energy components, increased 0.3% for the month and eased slightly from 2.5% to 2.4% over the past year. For California local educational agencies (LEAs), the current inflation figures do not affect the statutory cost-of-living adjustment (COLA) for 2026-27, which is already set at 2.87%. However, continued inflationary pressure, particularly if higher energy costs spread more broadly through the economy, could influence the price trends that ultimately affect the statutory COLA for 2027-28.

CCSA
Governor Signs CCSA-Sponsored Bills. We're excited to share that both CCSA-sponsored bills, AB 2316 (Hoover) and AB 2519 (McKinnor), have been signed into law! These new laws address two important needs for charter public schools: • **AB 2316 helps charter schools facing financial hardship access facilities assistance through the State School Facilities Bond Program. • AB 2519 protects access to pension benefits by ensuring charter administrators remain eligible for CalSTRS after AB 1997 phases in on July 1, 2027**. Getting these priorities across the finish line took CCSA's policy expertise and members speaking up together.

See full report for updates on BCCS Renewal, and DR. Myers temporary Instructional leadership support and addtional duties as Senior Executive Administrator and Instructional Partneship role.

IV. Consent Agenda Items

A. Background

B. Consent Items

M. Green made a motion to Approve the consent agenda items, which included the Updated EL Master Plan Standard Reclassification Criteria signed into law by Governor Newsom on 9/27/26.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call
C. Lopez Aye

Roll Call

M. Green Aye

M. Keipp Aye

V. Items Scheduled For Action

A. YPICS FY26-27 August Financials

C. Lopez made a motion to approve the YPICS August 2026 financials and check registers as submitted.

M. Green seconded the motion.

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

Roll Call

M. Keipp Aye

M. Green Aye

C. Lopez Aye

B. Recommendation to Approve Updated Conflict of Interest Policy

M. Green made a motion to Approve the updated Conflict of Interest Policy.

C. Lopez seconded the motion.

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

Roll Call

M. Keipp Aye

M. Green Aye

C. Lopez Aye

C. Recommendation to Approve Updated Conflict of Interest Code

C. Lopez made a motion to Approve the updated Conflict of Interest Code.

M. Green seconded the motion.

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

Roll Call

M. Green Aye

M. Keipp Aye

C. Lopez Aye

VI. Announcements

A. Next Board Meeting

The next board meeting will be November 9, 2026.

B. Future Board Meetings

- 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

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:23 PM.

Respectfully Submitted,
Y. Zubia

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 (November).docx.pdf

BERT CORONA CHARTER SCHOOL

Board Report
Dr. Kevin Myers, Executive Administrator
November 9, 2026

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

Instruction

As we continue our implementation of our co-teaching and co-planning model, we are adding in strategies and tools through professional development to help our teachers and instructional staff consistently improve in their practice. We are holding strictly to honoring 2 hours of planning time each Monday, and our staff development happens through ongoing coaching, work with our community partners (LACOE, UCLA Math, and iReady) and through our Tuesday PD sessions.







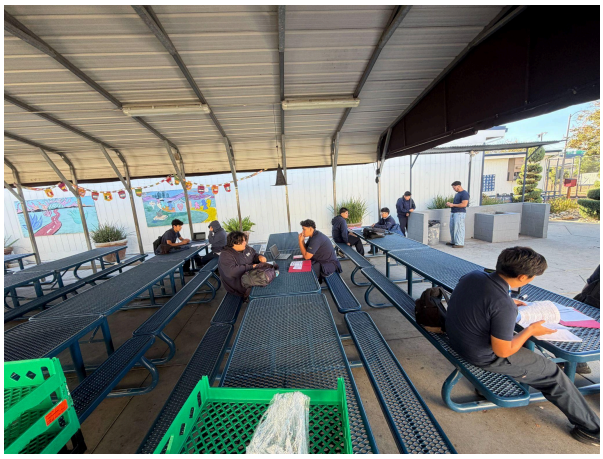
Our instructional focus is on using our co-planning/teaching model to support all learners and to meet the needs of our student groups so that all kids can grow through equitable access to the curriculum. The following efforts are helping to enhance our practice of co-teaching to meet all students' needs:

Peer mentors

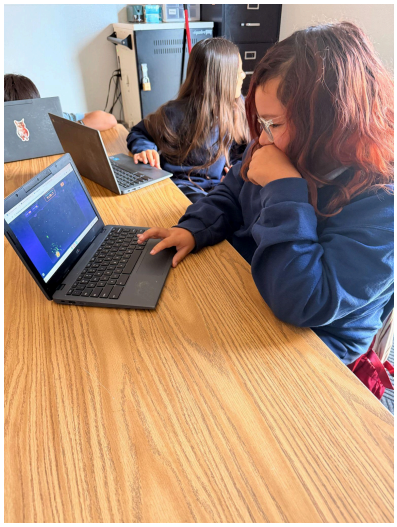
Students who are meeting expectations in all areas are given the opportunity to serve as peer mentors. This year, we have 10 mentors who are working with other students who are struggling to meet the rigorous academic expectations at BCCS. These

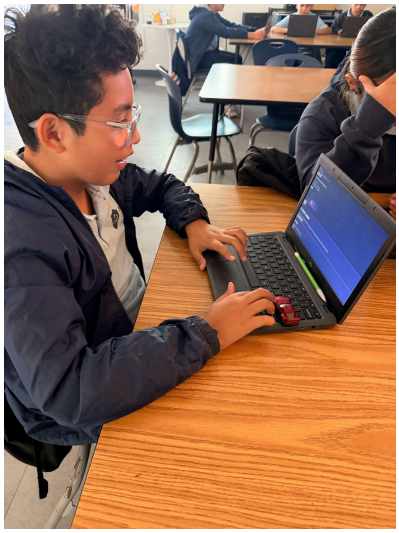
students meet with their mentee to go over grades, look at recent work, and to create a plan to help the students improve through small action steps. At times, our mentors also provide peer tutoring to support their mentee in their academic work.





Our October PD was focused on technology integration and using AI to enhance and supplement teacher planning. Mr. Bradford led a series of 3 PD sessions in which teachers learned more about the pros and cons of AI in instruction, discussed using AI for instructional planning and time savings for teachers, and how to use AI effectively with students. They learned some great practices, and our teachers are already implementing what they learned! Below, you can see images of 7th grade students in their math acceleration class playing a game their teacher designed using the AI tools Mr. Bradford presented!





Upcoming PD sessions will be directly correlated to our work with our instructional partner, iReady. Our support person from iReady has helped us plan to use instructional and coaching strategies to help our teachers improve engagement and discourse in our classrooms. In upcoming PD sessions, teachers will self-assess their implementation of the collaborative portion of the iReady lesson cycle, then will utilize the self-directed and self-paced learning modules on the iReady teacher platform to learn how to improve their practice. The admin and instructional leadership team has coaching and observation resources from iReady that we will use to support teachers in reflecting on and implementing their new learning.

Although we are zeroing in on strategies that will best support students during first time instruction throughout the day, we do need to recognize that we have students coming to our school performing significantly lower than their grade level. The before and after school program times provide a great opportunity for our students to engage in more targeted learning time, and our ELOP grant allows our school to provide credentialed staff members time with students after school. Recently, however, we have had a severe struggle with the structure of the after school program, and consequently a low turnout to our tutoring sessions. Moreover, our Think Together tutors were reporting behavior issues during their instructional time because students “didn’t have any work to do” or “didn’t want to do any work.” To address these issues, Mr. Silva (YPICS Coordinator of Extended Learning) and Ms. Iris (Think Together Program Coordinator) met with Ms. Myers and Dr. Myers to restructure the schedule and to enhance our partnership with Think Together to improve the academic time after school. The interventions and changes are as follows:

- Students have an SEL or regulation session with their Think Together tutor directly after school, then move into snack time. Previously, the kids went right into academic time. Kids were not thrilled about going directly from their school day into more academics, so we had a lot of push back.
- After the regulation session, the tutors bring their kids out to get the snack provided by the program.
- At 4 PM, our teachers and admin meet the Think Together team in the lunch area where *all students* are required to go to an academic session. There are different sessions each day including tutoring provided by a teacher (lesson plans and content connections required), Attendance Recovery (structured, grade level content instruction), or homework and iReady time. Each tutoring classroom has at least 1 credentialed YPICS staff member and one supporting tutor from Think Together. The strongest Think Together tutors are paired to run the homework and iReady time.
- All clubs start *after* the academic time has ended. This eliminated challenges in the 4 PM hour where our teachers were providing tutoring, but it was happening at the same time as free play or clubs. Most kids chose the latter, leaving our tutoring sessions empty or with only 1-2 students.
- Since we have implemented these changes, tutoring numbers are all 15 or more students per classroom! So far, this is a great success!

BERT CORONA CHARTER SCHOOL

CA Dashboard

The 2026 CA Dashboard was released in October! For a detailed report, please see my academic report provided during this month's Academic Committee Meeting. However, our scores and comparison to last year are provided below.

Indicator	2025 Rating	2026 Rating	Change
Chronic Absenteeism	Orange	Red	**Dropped**
Suspension Rate	Blue	Green	**See Explanation**
EL Progress	Yellow	Blue	Improved/Maintained
ELA (CAASPP)	Yellow	Yellow	Improved/Maintained
Math (CAASPP)	Orange	Orange	Improved/Maintained
Science (CAASPP)	N/A	Yellow	N/A

*Explanation of change in suspension rate:

Suspension Rate: Over the last 5 years, we have seen a significant decrease in ODRs, disciplinary issues, and overall suspensions. Last year, only one student was suspended, resulting in a suspension rate of 0.6%. Although we dropped from a suspension rate of 1.1% last year, this drop was not enough to maintain a blue rating on the dashboard, which requires of school to drop by 3 points or more OR to be 0.5% or lower. Basically, the only way we could have maintained blue would have been to have zero suspensions, which was not possible based on our progressive discipline model and the behaviors exhibited over time by one of our students.

BERT CORONA CHARTER SCHOOL

Renewal

Our renewal process for BCCS has been going smoothly. We have had stakeholders regularly going to board meetings to speak on behalf of our school. Our next public hearing will be on 11/17, and we have already created a plan for that day, including who will be presenting, speaking, and supporting. Many parents and staff have volunteered to speak on behalf of our school at the hearing.

Our most recent news is that the Charter Schools Division and the Superintendent's office have recommended BCCS for renewal. Now, on to the board meeting!

Parent Engagement

Parent conferences were a great success! We love having our families on campus to meet with us and to partner with our teachers to ensure that every kids has the support they need to succeed. During conferences, we also had 168/233 families in 5-7th grade complete their OLR (enrollment forms) for next school year! Participation numbers by day are provided below for our parent conferences.

A	B	C	D	E	F	G	H
Day	**5th**	**6th**	**7th**	**8th**	**Total Scheduled**	**Total Attended**	**Participation Rate**
Monday, 10/12	0	19	21	18	63	58	92.06%
Tuesday, 10/13	1	9	12	9	33	31	93.94%
Wednesday, 10/14	2	8	10	11	33	31	93.94%
Thursday, 10/15	1	13	19	21	57	54	94.74%
Friday, 10/16	1	34	35	36	124	106	85.48%
					310	**280**	**90.32%**

BERT CORONA CHARTER SCHOOL

Enrollment and Recruitment

We continue to build strong relationships with our local elementary schools for recruitment. While we flyer and present to families as frequently as possible, we have had the most success going to elementary school family events and through our mentorship program. Each month, we take 10-15 middle school students to partnering elementary schools to volunteer, tutor, and mentor the younger students. Teachers love having our kids in their class! Pictured below is Dr. Myers recruiting at the Fenton Fall Festival (Mr. Rios not pictured, but also present!).



Culture and Climate

We continue to build a strong school culture and positive climate at our school. Recent events have included participation in the Hollywood Forever Cemetery Dia de los Muertos event, a weekend trip to Gilchrist Farms, Halloween costumes, Outcome-based lunchtime activities (focused on Lifelong Learner), Spooky Movie Knight, Trunk or Treat, Staff Trick or Treat Cart, and the Think Together Fall Festival!

It's also important to note that our flag football team are the undefeated league champions! We are so proud of our Knights and all their hard work to make this dream a reality.

Photos on next page!

BERT CORONA CHARTER SCHOOL

















BERT CORONA CHARTER SCHOOL





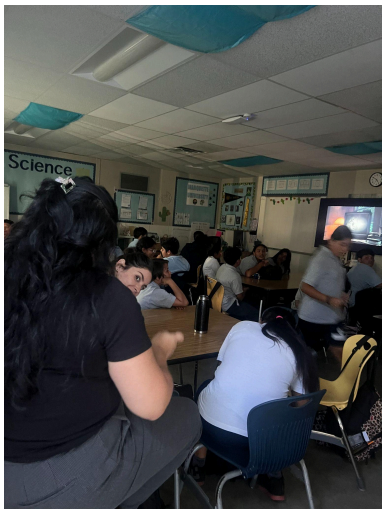






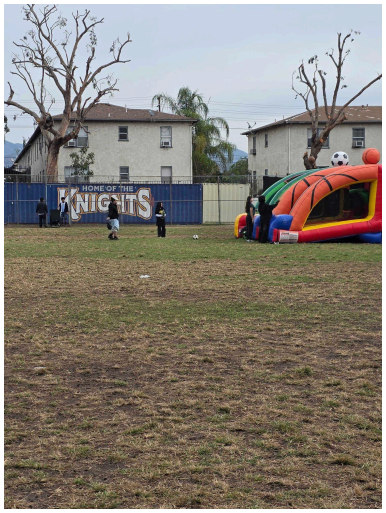
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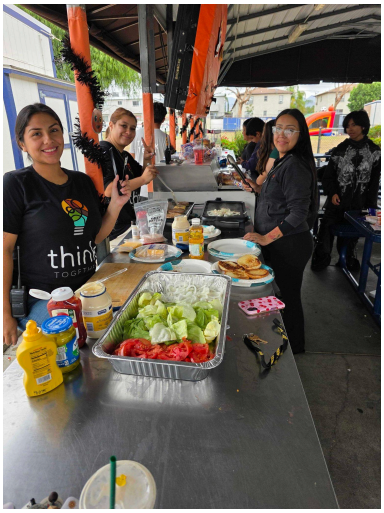












Coversheet

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 November 9, 2026.pdf

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

YPICS Board Report
Freddy Zepeda, Executive Administrator

November 9, 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 move further into the 2026–2027 school year, MORCS continues to focus on strengthening academic achievement while fostering a positive, engaging, and supportive school community. This month, we are highlighting our latest California School Dashboard results, the steps we are taking to strengthen instructional practices and prepare students for academic success, and our continued efforts to build meaningful connections with families and the surrounding Pico-Union community. While our data highlights areas where significant growth is still needed, it also reflects progress among several student groups and reinforces the importance of our ongoing commitment to continuous improvement.

Academics - California School Dashboard Update

The 2026 California School Dashboard provides an opportunity to reflect on our academic progress and identify areas requiring continued attention.

In English Language Arts (ELA), MORCS received an overall rating of Yellow, reflecting an increase of 5.4 points and placing us 57.9 points below standard. Encouragingly, none of our student groups performed in the Red range. Several groups demonstrated growth compared to the previous year:

- All Students: Increased 5.4 points; 57.9 points below standard (Yellow).
- Hispanic Students: Increased 4.1 points; 60.7 points below standard (Yellow).
- Socioeconomically Disadvantaged Students: Increased 4.7 points; 58.5 points below standard (Yellow).
- English Learners: Increased 11 points; 88.8 points below standard (Orange).
- Long-Term English Learners (LTELs): Increased 11.8 points; 116 points below standard (Orange).
- Students with Disabilities: Increased 3 points; 116.6 points below standard (Orange).

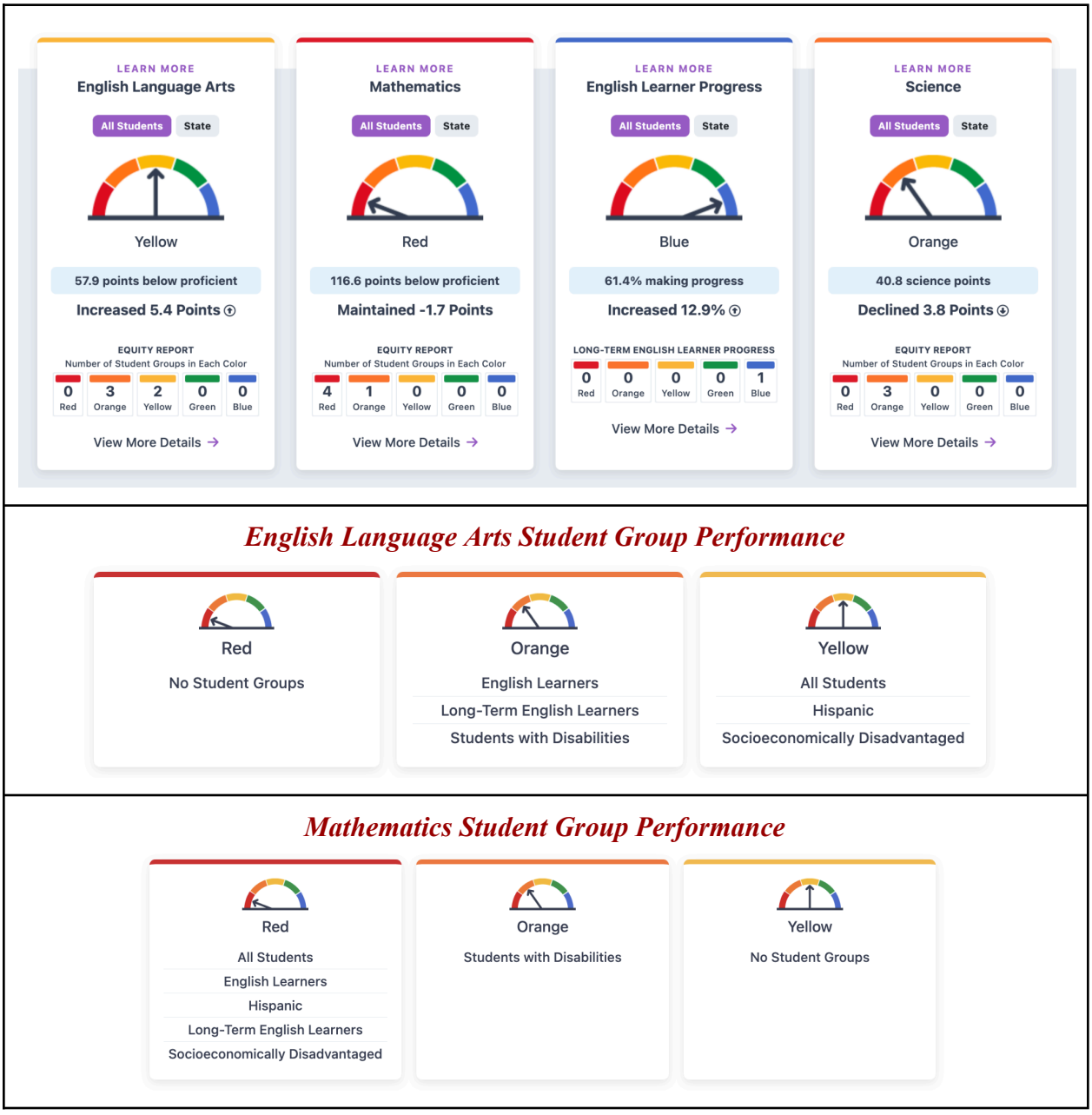
In Mathematics, MORCS received an overall rating of Red, with an overall performance level of 116.6 points below standard and a change of -1.7 points compared to the previous year. Mathematics continues to be an area of significant focus, particularly as we work to strengthen Tier 1 instruction and provide targeted academic support.

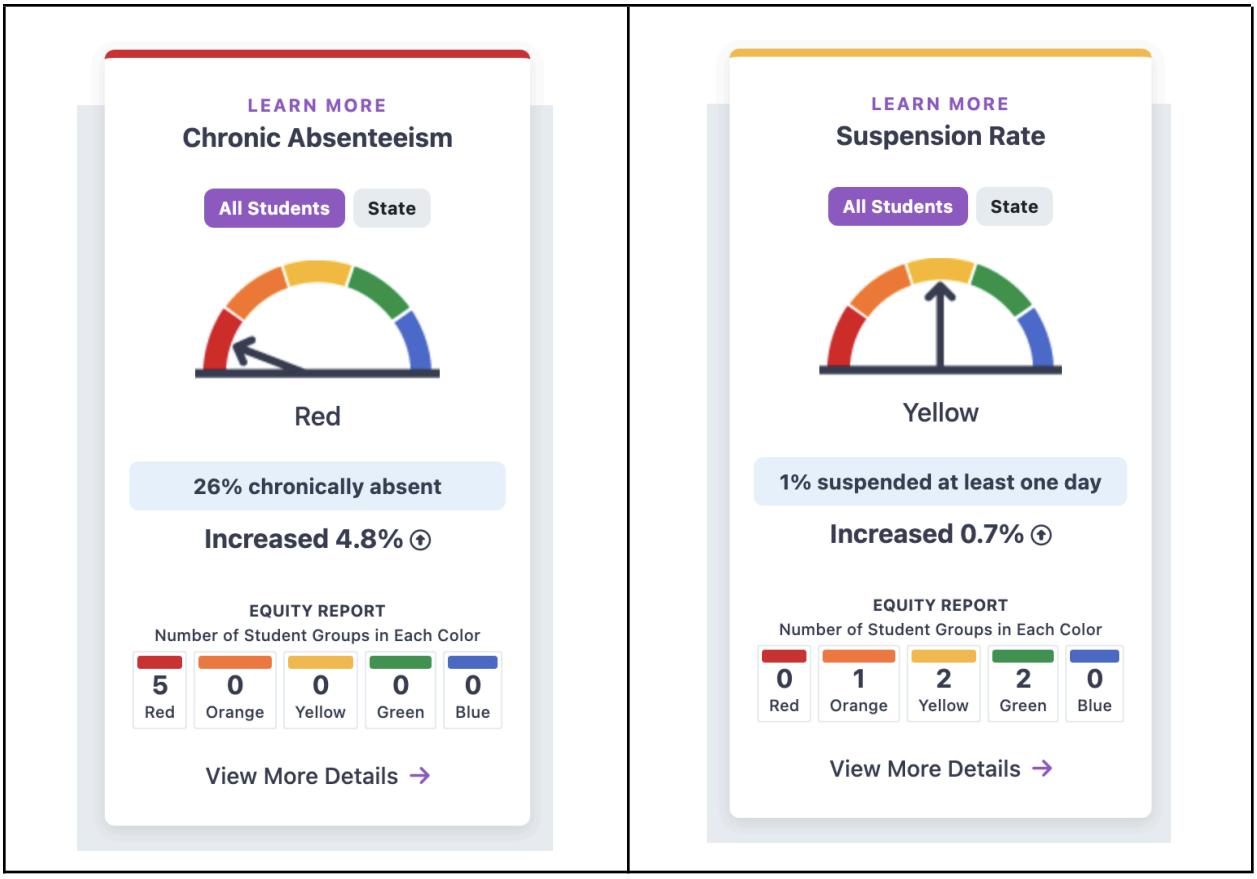
Student group performance in Mathematics was as follows:

- All Students: Declined 1.7 points; 116.6 points below standard (Red).
- English Learners: Declined 5.6 points; 139.4 points below standard.
- Hispanic Students: Declined 1.3 points; 118.1 points below standard.
- Long-Term English Learners (LTELs): Increased 0.5 points; 168.9 points below standard.

- Socioeconomically Disadvantaged Students: Declined 2.4 points; 117.3 points below standard.
- Students with Disabilities: Increased 21.5 points; 135.8 points below standard (Orange).

Students with Disabilities were the only student group in Mathematics to receive an Orange performance rating, demonstrating a notable increase of 21.5 points compared to the previous year.





Instructional Improvement and Assessment

In response to our Dashboard results, we are continuing to prioritize opportunities for teachers to examine student learning, adjust instructional practices, and provide students with additional opportunities to demonstrate mastery of grade-level standards.

Throughout the school year, we are administering a total of four Focused Interim Assessment Blocks (FIABs), each followed by a dedicated data analysis session. These sessions will allow teachers to identify areas of strength and need, examine student performance, and make instructional adjustments based on the results. Additionally, students will complete one performance task to further develop their ability to apply their learning and demonstrate their understanding of grade-level content.

We also sent our Mathematics Department Lead and our 7th Grade ELA Teacher, who additionally serves as MORCS's Site Lead Teacher, to the California Assessment Conference. Their participation provided an opportunity to deepen their understanding of the CAASPP assessment system and explore available interim assessment resources. We hope to leverage the knowledge and resources gained from this conference to continue calibrating our assessment practices and identify additional tools that can support improved student achievement.

Key Dates & Testing Windows

Month	Assessment Type & PD Focus for the month	Subject	Notes
September	Science FIAB 9/15-9/18 Math & ELA FIAB 1/4 (week of 9/22-9/25) FIAB 1 Analysis (9/28)	ELA & Math	Focused assessment 1 for ELA & Math (teachers will need to select the FIAB that best aligns with their units/pacing plan. iReady progress monitoring: students will work on iReady path for Reading and Math
November	FIAB 2/4 (11/9-11/13) FIAB 2 Analysis (11/16)	ELA & Math	Focused assessment 2 for ELA & Math (teachers will need to select the FIAB that best aligns with their units/pacing plan. iReady progress monitoring: students will work on iReady path for Reading and Math
January	FIAB 3/4 (1/25-1/29)	Math	Focused assessment 3 for ELA & Math (teachers will need to select the FIAB that best aligns with their units/pacing plan.
February	FIAB 3 Analysis (2/1)	ELA & Math	Pre-CAASPP preparation and reteaching
March	IAB - Performance Task (3/1-3/5) IAB Scoring & Analysis (3/15)	ELA & Math	IAB #3 - Teachers will administer their third performance tasks and use IABs to determine gaps and determine concepts that need to be retaught.
April	FIAB 4/4 (4/26-4/30)	ELA & Math	Last targeted review before CAASPP
May	CAASPP Testing (5/11-5/14)	ELA, Math, CAST	Official state testing period

June	Data Review & Planning	N/A	Reflect on results & plan for next year

School Events and Community Engagement - First Annual MORCS Trunk or Treat

On October 30, MORCS hosted its first-ever Trunk or Treat event, welcoming more than 200 attendees throughout the evening. In addition to current MORCS students and their families, we were excited to welcome students and families from surrounding elementary schools.

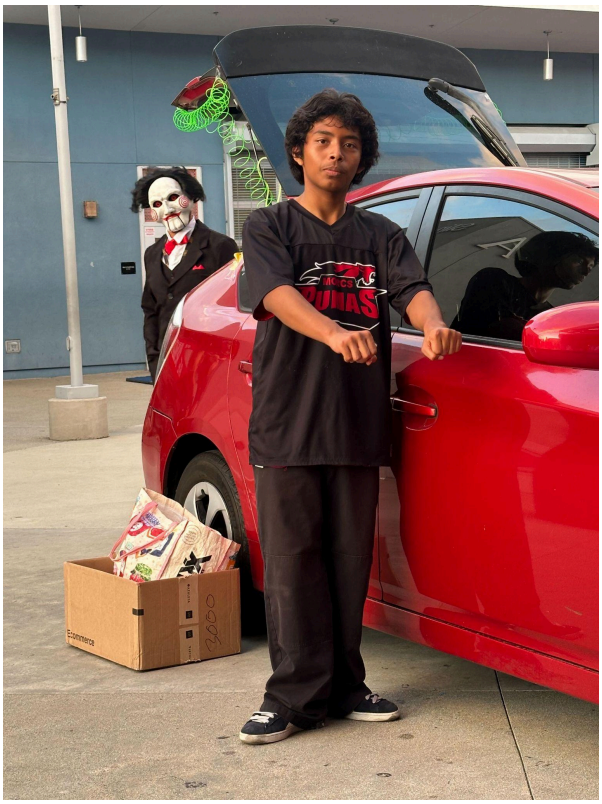
The event provided an opportunity to bring our school community together while also introducing prospective students and families to MORCS. We incorporated enrollment outreach by distributing informational flyers and creating opportunities for visiting families to learn more about our school.

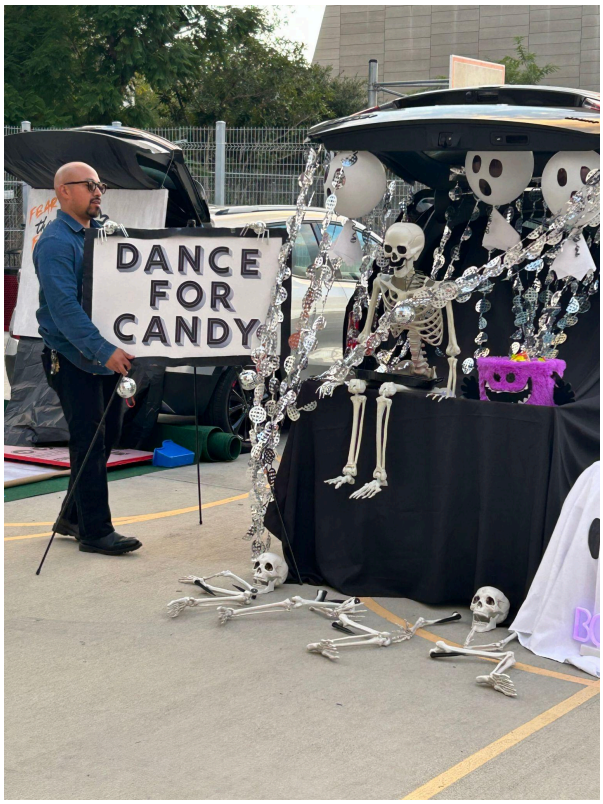
The evening featured several activities and community partnerships, including:

- Staff-decorated vehicles distributing candy to students.
- Participation from our local Pico-Union council members, who shared information about available community resources.
- A screening of *Hocus Pocus*.
- A family photobooth.
- An arts and crafts station.
- A special performance by our MORCS Cheer Team.

We were especially pleased to see the enthusiasm and participation from our staff, students, families, and community partners. This event was a great example of how we can create opportunities to strengthen school connections, celebrate our community, and introduce MORCS to prospective families. We look forward to building on this success and continuing to create engaging events that bring our broader community together.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL



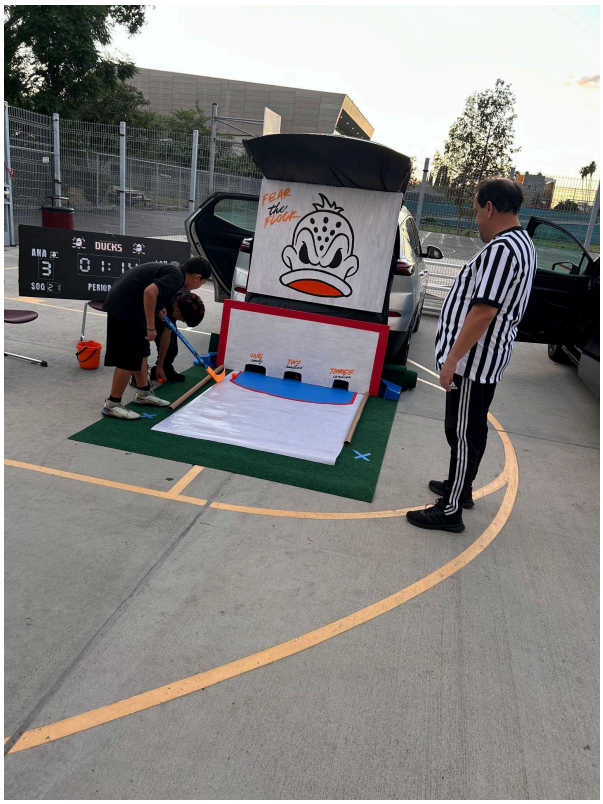






MONSEÑOR OSCAR ROMERO CHARTER SCHOOL





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:	Board Report 11 9 26.pdf

BERT CORONA CHARTER HIGH SCHOOL

Board Report

Max Garcia, Executive Administrator

November 9, 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:

California Assessment Conference (CAC)

Our Coordinator of Instruction, Nestor Garcia, attended the 2026 California Assessment Conference (CAC). The conference took place October 27–29, 2026, at the Riverside Convention Center. The California Department of Education sponsors the CAC each year, and it centers on the state's CAASPP and ELPAC assessment systems. This year's theme was Elevating Best Practices, Inspiring Teachers and Students. Attendees could choose from more than 80 sessions led by educators from across California. Mr. N. Garcia's attendance supports our goal of using assessment data more effectively to guide instruction. He brought back strategies for interim assessments and data reporting, and he will share them with staff to strengthen our CAASPP and ELPAC preparation, including our ELPI improvement work.

Williams Instructional Visit

BCCHS completed its annual Williams Instructional Materials visit with the Los Angeles County Office of Education (LACOE) and received a "sufficient" classification. Under the Williams v. State of California settlement, the county office reviews eligible schools each fall to confirm that every student, including English Learners, has standards-aligned textbooks and instructional materials to use in class and to take home. A sufficient rating means the reviewer found no gaps in student access to core instructional materials. Because much of our curriculum is delivered digitally, preparation included a school-wide technology check. Advisory teachers verified, student by student, that each student had a working Chromebook, a charger, and home internet access, and staff followed up with families to confirm. This process also surfaced individual needs, such as missing or broken chargers, lost devices, and students relying on phone hotspots, which we are addressing so that every student keeps full access to their materials beyond the visit.

Professional Development — Advancing Inclusive Practices

Our instructional program continues to grow through targeted professional development. A multidisciplinary team recently completed a two-day training at CHIME Charter School focused on building inclusive classrooms. The team included Ms. Rivera, English teacher; Ms. Perez, RSP teacher; and Mr. N. Garcia, Coordinator of Instruction. Through live classroom observations and a co-planning demonstration, they gained hands-on strategies they can use right away. We are now shaping our PD around co-planning to support a co-teaching model in the classroom.

BERT CORONA CHARTER HIGH SCHOOL

College & Career:

Postsecondary Advising

Our counseling department continues to communicate with parents about the college application process and dual enrollment, including the opportunities and responsibilities that come with college coursework. Our dual enrollment offerings have grown to seven courses. Upcoming parent meetings will focus on college decision-making, financial aid, and families' questions and concerns.

School Culture and Climate:

Boys Flag Football Makes the Playoffs in Its First Season

Our boys flag football team, led by Coach Julio Herrera, has earned a spot in the playoffs in its first season. Reaching the postseason in year one reflects the commitment of our student-athletes and Coach Herrera's leadership, and it gives the program a strong foundation for the years ahead. In a few weeks the team will play at UCLA as part of a playoff event sponsored by the Los Angeles Rams, which gives our players the chance to compete on a college campus in front of family and the community. We are proud of these young men and how they represent BCCHS on and off the field.

Operations:

Enrollment Profile: As of November 4, 2026

Grade Level	9th	10th	11th	12th	Total
Enrollment	48	46	55	42	191

Parent Conferences

We held our fall Parent Conferences the week of October 12, 2026. Participation was highest on Monday and dropped as the week went on. Rain that week affected turnout, because transportation can sometimes be a challenge for our families.

Date	Day	Parent Attendance
October 12, 2026	Monday	81.48%
October 15, 2026	Thursday	75.92%
October 16, 2026	Friday	58.49%
Three-Day Average		71.96%



Community Schools:

Family Survey Results

117 families completed the survey: 52% Spanish-speaking (61), 44% English-speaking (51), 4% unreported (5).

Area	Key Findings	Next Steps
Technology Support	64% want help with the Infinite Campus (IC) Parent Portal; 30% want help with Google Classroom	Organization-wide parent trainings on IC Portal, Google Classroom, and i-Ready
Health & Wellness	31% want medical/dental services; 17% want mental health and life-skills supports	Work with Jennifer Obando, School Psychologist, to connect families with outside providers
Family Circumstances	31% have experienced a significant family loss (divorce, family separation, abandonment, or death)	SEL workshops for parents on anxiety and depression strategies
Family Engagement	58% want to donate items for events and raffles; many want to volunteer or chaperone; 37% want to help develop programs and services	Invite interested families into event planning and program development
Basic Needs	24% receive CalFresh/EBT; 69% have enough food for their household; 4% of students need a uniform; 3% would benefit from a clothing bank	CS team follows up directly with identified families
Housing	97% live in a single-household residence; 3% share housing	CS team follows up directly with identified families
Attendance	80% report regular attendance. Barriers: trouble waking up (13%), low motivation (6%), transportation or a parent who doesn't drive (4%)	CS team reviews individual responses, since each survey is linked to a parent and student

Coversheet

YPICS Executive Director's Report

Section:	III. Items Scheduled for Information
Item:	E. YPICS Executive Director's Report
Purpose:	FYI
Submitted by:	
Related Material:	26-27 November 9 2026 EXECUTIVE DIRECTOR’S REPORT.pdf

EXECUTIVE DIRECTOR'S REPORT

November 9, 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.

National & CA

2026 Midterm Election Update
November 4, 2026

U.S. Congressional Results

- **U.S. Senate:** Democrats captured control of the Senate, winning key battleground contests in North Carolina (Roy Cooper), Texas (James Talarico), and New Hampshire (Chris Pappas).
- **U.S. House of Representatives:** Democrats gained the necessary seats to flip control of the House of Representatives and secure the majority for the 120th Congress.

Historic Firsts & Notable Victories

U.S. Senate

- **Abdul El-Sayed (D-MI):** Became the **first Muslim** elected to the U.S. Senate and the first Egyptian-American to serve in the chamber.
- **Chris Pappas (D-NH):** Became the **first openly gay man** elected to the U.S. Senate.
- **Peggy Flanagan (D-MN):** Became the **first Native American woman** elected to the U.S. Senate.
- **Juliana Stratton (D-IL):** Won election to the Senate, establishing the first moment in U.S. history where three Black women (alongside Sens. Lisa Blunt Rochester

and Angela Alsobrooks) serve in the Senate simultaneously.

Gubernatorial Elections

- **Keisha Lance Bottoms (D-GA):** Elected as the **first Black woman to serve as governor** in U.S. history.
- **Gina Hinojosa (D-TX):** Elected as **Texas's first Latina governor**.
- **Deb Haaland (D-NM):** Elected as the nation's **first female Native American governor**.
- **Byron Donalds (R-FL):** Elected as **Florida's first Black governor**.
- **Aaron Ford (D-NV):** Elected as **Nevada's first Black governor** and the first Black governor west of the Mississippi River.

Key Outcomes Summary:
Statewide Executive Races

- **Governor:** Democrat **Xavier Becerra** won the general election to succeed Gavin Newsom, defeating Republican Steve Hilton.
- **Secretary of State:** Incumbent Democrat **Shirley Weber** won re-election against Republican Donald P. Wagner.
- **Lieutenant Governor:** Democrat **Eleni Kounalakis** won re-election against Republican Jennifer Hawks.

Statewide Ballot Propositions

Proposition	Subject / Description	Outcome / Status
Proposition 1	Authorizes $11.25B in general obligation bonds for housing programs & veteran home loans.	**PASSED**
Proposition 2	Increases the state's Rainy Day Fund cap from 10% to 20%.	**PASSED**
Proposition 3	Makes permanent existing higher marginal income tax rates on high earners for education.	**PASSED**

Proposition 37	Creates a state second-mortgage program for new home buyers.	**PASSED**
Proposition 39	Requires government-issued voter ID for in-person voting and ID digits for mail voting.	**FAILED**
Proposition 44	Requires community health clinics to spend 90% of revenue on direct services.	**FAILED**

(Note: Other propositions, including Proposition 38 and Proposition 40, remain in active counting as outstanding mail ballots are processed).

Congressional & Legislative Races

- **U.S. House & State Legislative Districts:** Vote counting remains ongoing across several key competitive districts.
- **Statewide Vote Verification:** For localized county and municipal contest results, or to track real-time vote totals for outstanding district races, refer to the California Secretary of State Official Ballot Measures & Election Portal.

State:

September Consumer Price Index Update

Excerpts From School Services of California
Posted October 14, 2026

The Bureau of Labor Statistics (BLS) released its September Consumer Price Index (CPI) report today, October 14, 2026, showing consumer prices rose 0.6% in September, up from 0.4% in August. Annual inflation rose from 3.4% to 3.7%. Core inflation, excluding the more volatile commodities of food and energy, rose more modestly by 0.3% for the second consecutive month, while its annual rate rose from 2.4% to 2.6%.

For California local educational agencies (LEAs), these figures do not change the 2026-27 statutory cost-of-living adjustment (COLA), which remains 2.87%. However, the latest report

reinforces the need to monitor inflation and its possible implications for operating costs and the 2027-28 statutory COLA, particularly in light of today's release indicating that energy costs are impacting prices more broadly.

Gasoline prices increased 9.1% in September, accounting for more than half of the monthly CPI increase. The overall energy index rose 5.2%, up from 2.1% in August. Compared with a year ago, energy prices were up 20.4%, and gasoline prices rose 34.2%. For LEAs, sustained energy price increases could put additional pressure on transportation and facilities budgets. Higher fuel costs can also affect the cost of delivering supplies and providing contracted services. The extent of those effects will depend on local purchasing arrangements, contracts, and consumption.

September also brought increases in shelter, recreation, used cars and trucks, education, airline fares, medical care services, and apparel. Shelter prices rose 0.4% for the month and 3.2% over the year. Food prices were unchanged for the month and up 2.5% year over year. The increase in annual core inflation changes the picture presented by the August BLS report, when core inflation had eased. Energy remains the dominant contributor to the monthly increase, but September's results also show inflationary pressure in other categories. These figures alone do not establish that higher energy costs caused those increases or that inflation will continue accelerating.

In addition, September's rise in headline and core inflation could strengthen the case for another Federal Reserve (Fed) interest rate hike at its October meeting later this month, as policymakers weigh inflation against employment and other economic conditions. For LEAs, a further increase in the Fed rate could impact borrowing costs and financing arrangements.

As discussed in prior articles (see "Rising Prices and the Statutory COLA" and "Annual Inflation Holds at 3.4% as Energy Pressures Continue" in the May 2026 and September 2026 *Fiscal Reports*, respectively), California's statutory COLA is calculated using the federal Implicit Price Deflator for State and Local Government Purchases of Goods and Services issued by the Bureau of Economic Analysis, rather than the CPI released by the BLS. The September inflation rate therefore should not be interpreted as an estimate of the eventual 2027-28 statutory COLA.

However, persistent increases in energy and other costs could affect the broader price trends reflected in the index used to calculate COLA. For LEAs, the practical concern is how those pressures affect expenditures. Monitoring transportation, utilities, supplies, and contracted services will help districts identify emerging cost pressures and adjust their multiyear budget assumptions accordingly.

Local/LAUSD

Proposition 39 Facility Request for Bert Corona Charter High School
Overview of Proposition 39

California Proposition 39 (Education Code § 47614) mandates that public school districts

provide charter schools operating within their boundaries with "reasonably equivalent" facilities to house in-district students. To qualify for space allocation, a charter school must demonstrate a projected in-district Average Daily Attendance (ADA) of at least 80 students. The law requires that offered facilities be comparable in quality, quantity, and equipment to nearby traditional district-operated schools.

Current Submission Status

- **November 1 Submission:** The formal Proposition 39 facilities application for the high school facility was completed and submitted to the school district prior to the statutory November 1 deadline. The packet included certified student enrollment projections, requested space requirements, and supporting documentation for in-district ADA.
- **December 1 Benchmark:** The process is currently in the district review window. The district has until **December 1** to issue a formal written response either agreeing with or objecting to the submitted ADA projections.

Key Statutory Milestones

Target Date	Milestone Event	Description
December 1	**District ADA Response**	District accepts or objects in writing to the projected in-district ADA.
January 2	**Rebuttal / Response**	Deadline to submit a written response to any district objections regarding ADA.
February 1	**Preliminary Offer**	District provides its preliminary facilities allocation proposal.
March 1	**Charter Response**	Deadline to evaluate, counter, or respond to the preliminary facility offer.
April 1	**Final Facility Offer**	District issues its final binding facilities offer for

		the upcoming school year.
May 1	**Execution Agreement**	Final deadline to formally accept the offer and sign the Facility Use Agreement.

YPICS

LAUSD Renewal Update:
Bert Corona Charter School Renewal

With the November 17, 2026 LAUSD Board of Education meeting approaching, we are focused on securing the successful renewal of Bert Corona Charter School. The school has shown strong gains in academic and fiscal performance, putting it in a favorable position for renewal. BCCS qualifies for a five-year renewal under its Middle Performing designation.

An important part of our preparation involves mobilizing families and strengthening our advocacy efforts. Our Executive Administrator and team are working with our Coordinator of Community Schools to identify parents and staff who can attend the November 17th meeting and express their support. We believe LAUSD Board members should hear directly from the families, elected officials, and alumni whose children benefit from the educational opportunities and supportive environments our schools provide.

Although the renewal process has largely focused on demonstrating academic achievement, operational effectiveness, and fiscal responsibility, we also recognize the importance of having a strong community presence. Our goal is to approach the November 17 meeting with both a comprehensive renewal petition and a unified network of community and families advocating for the continued success of our schools. This is an opportunity to demonstrate the collective strength of the YPICS community and the importance of preserving the educational opportunities that Bert Corona Charter School provides.

Coversheet

LACOE Williams Report for Monseñor Oscar Romero Charter School

Section:	III. Items Scheduled for Information
Item:	F. LACOE Williams Report for Monseñor Oscar Romero Charter School
Purpose:	FYI
Submitted by:	
Related Material:	LACOE Williams Letter 10_1_26 MORCS.pdf

Received 10/23/26

Los Angeles County Office of Education

Debra Duardo
Superintendent

Los Angeles County Board of Education

Theresa Montaño
President

Yvonne Chan
Vice President

Michele Breslauer

Laura Cantú

James Cross

Margaret (Margie) Granado

Stanley L. Johnson, Jr.

October 1, 2026

Via First Class Mail and E-mail:
mskingberg@ypics.org

Ms. Mary G. Keipp
Board Member
Ms. Yvette Kingberg
Executive Director
Monsenor Oscar Romero Charter Middle School
10660 White Oak Avenue Suite B101
Granada Hills, CA 91344

2026-27 Notice of Sufficiency of Instructional Materials for:
Monsenor Oscar Romero Charter Middle School

Dear Board Member Keipp and Executive Director Kingberg:

California Education Code (EC) 1240 requires county superintendents to visit Williams-monitored schools to determine if there are "sufficient textbooks or instructional materials" in specified areas.

"Sufficient textbooks or instructional materials" is defined by EC 60119 as each pupil, including English Learners, having a standards-aligned local board approved textbook, instructional materials, or both, to use in class and to take home for each course in the following areas: mathematics, science, history-social science, English language arts (including the English language development component of an adopted program) and the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12. The materials may be in a digital format if each pupil, at a minimum, has and can access the same materials in the class and at home, as all other pupils in the same class or course in the school district and can use and access them at home. This provision does not require two sets of textbooks or instructional materials for each pupil.

An Instructional Materials review team from Los Angeles County Office of Education (LACOE) visited **Monsenor Oscar Romero Charter Middle School** on **September 15, 2026.** This letter is to inform you that LACOE determined a sufficiency of instructional materials in each of the specified classes visited during the review.

Visiting the school site was a positive experience, we appreciate the hospitality and support of the staff that assisted throughout this year's review process. Thank you for your continued support of all students. If you have any questions, please contact Francisco Jimenez, Project Director III, Williams Instructional Material Unit, at (562) 803-8382 or email Jimenez_Francisco@lacoe.edu.

Sincerely,

Debra Duardo

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

DD/FJ:sl

c: Freddy Zepeda, Executive Administrator, Monsenor Oscar Romero Charter Middle School
Mr. Andres Chait, Superintendent, Los Angeles Unified School District
Dr. Ruth Pérez, Deputy Superintendent, LACOE
Dr. Jezelle Fullwood, Chief of Access, Equity and Inclusion, LACOE
Dina Wilson, Director III, Accountability, Support and Monitoring (ASM), LACOE
Astrid Gonzalez, Director I, ASM, LACOE

Coversheet

Title III English Learner Program Annual Online Report 25-26 School Year

Section:	III. Items Scheduled for Information
Item:	G. Title III English Learner Program Annual Online Report 25-26 School Year
Purpose:	FYI
Submitted by:	
Related Material:	2025-2026- BCCS Title III EL Program Annual Audit.pdf 2025-2026-MORCS Title III EL Program Annual Report.pdf 2025-2026-BCCHS Title III EL Program Annual Report.pdf

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Title III English Learner Program Annual Online Report

School Year 2025–2026

Submission Date: 10/30/2026 12:40:08 PM PT
Submission ID: 18677

Instructions:

- Answer the questions on the screen. Select the "Next" button for the next part of the report.
- You may select the "Previous" button to go back to a previous section. Do not use your browser's "Back" button.
- In the last part of the report, select the "Preview" button. **On the next screen, review all the responses, then select the "Submit" button on the bottom of the screen. Do not log off before you select the "Submit" button.**
- After you have submitted the report, you may select the "Print" button to obtain a hard copy.
- Note that an asterisk '*' indicates which fields are required.

Agency Name: Bert Corona Charter (19647330106872)

Contact Information of Individual Submitting Title III Annual Online Report

Contact Information	Response
Submitter First Name:	Yvette
Submitter Last Name:	King-Berg
Submitter Title:	Executive Director
Submitter Phone Number:	8187268883
Submitter Email:	ykingberg@ypics.org

Contact Information of Individual Responsible for the Title III Program

Contact Information	Response
Title III Program Contact First Name:	Kevin
Title III Program Contact Last Name:	Myers
Title III Program Contact Title:	Executive Administrator

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Youth Policy Institute Charter Schools (YPICS) - YPICS Regular Board Meeting - Agenda - Monday November 9, 2026 at 6:00 PM

Title III Program Contact Phone Number:	8183024021
Title III Program Contact Email:	drmyers@coronacharter.org

Part I: Language Instruction Educational Programs

This section collects information about language instruction educational programs (LIEPs) as required by the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act, Title III, Part A (20 United States Code [20 U.S.C.] sections 3121[a] and 3122[a-b]).

Thorough, accurate, and timely data submission is critical to this reporting process. Validation with local records is recommended prior to submission.

Instructions:

Definition of Language Instruction Educational Program

Per ESEA 20 U.S.C. Section 3201(7), the term "language instruction educational program" means an instruction course (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Types of Programs

Program	Description	Resource
Transitional Bilingual	A language acquisition program for English learners (EL) students that provides instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an EL student to achieve English proficiency and academic mastery of subject matter content and higher-order skills, including critical thinking, in order to meet state-adopted academic content standards.	https://www.cde.ca.gov/sp/ml/edgetransitional.asp
Dual Language or Two-way Immersion	A language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.	https://www.cde.ca.gov/sp/ml/edgedli.asp
English as a Second Language (ESL) or English Language Development	Instruction provided during a protected time in the regular school day for focused instruction on the state-adopted English Language Development (ELD) standards. During designated ELD, EL students develop critical English language skills necessary for accessing academic content in English.	https://www.cde.ca.gov/sp/ml/eldstandards.asp
Content classes with Integrated ESL support	Instruction in which the California ELD Standards are used in tandem with the state-adopted academic content standards.	https://www.cde.ca.gov/sp/ml/eldstandards.asp

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Newcomer programs	Short-term, specialized programs designed to support recently arrived immigrant students. These programs may provide transitional academic and language support to help students acclimate to the U.S. educational system while developing English proficiency and accessing core content. Program structure, duration, and entrance and exit criteria are determined at the local level.	https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp
Other	Programs not listed above; please provide a description.	N/A

Note: Program descriptions are based on California Department of Education (CDE) resources to assist in completing this report. While the data are collected for federal reporting purposes, these are not federal definitions.

In the table below, enter "Yes" or "No" to indicate which LIEPs were implemented in your agency during the 2025–26 school year, whether or not they were paid for with Title III funds. Include only programs that are specifically designed to provide language support for English learner (EL) students. If there were LIEPs implemented in your agency that are not listed in the table, then please explain in the comment box.

Language of Instruction

The language of instruction is the language used by teachers to teach and communicate in a class. For each type of program implemented in your agency during the 2025–26 school year, enter the names of the languages of instruction used in the programs. More than one language may be entered for the same program.

Yes/No *	Types of Programs	Language(s) of Instruction
No	Transitional Bilingual	N/A
No	Dual Language or Two-Way Immersion	N/A
Yes	English as a Second Language (ESL) or English Language Development (ELD)	English
Yes	Content classes with Integrated ESL support	English
Yes	Newcomer programs	English
No	Other (explain in comment box below)	N/A

Comment Box:
Other types of programs not listed above (limited to 1,000 characters).
N/A

Part II: Teacher Information

This section collects information about teachers as required under ESEA 20 U.S.C. Section 3122(b)(5).

Instructions:

Provide the number of teachers who, during the 2025–26 school year, were working in the LIEPs indicated by your agency in Part I, even if they were not paid with Title III funds. Do not include teachers who were not working in LIEPs during the 2025–26 school year. Divide the number into two groups in the table below. Teachers who held the appropriate authorization to instruct EL students required by their assignment should be included in the first box. Teachers who did not hold the appropriate authorization to instruct EL students required by

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their assignment should be included in the second box. Please visit the California Commission on Teacher Credentialing web page at https://www.ctc.ca.gov/credentials/leaflets/cl-622/ to view the authorization requirements for teaching EL students.

Question	# Teachers *
Number of teachers working in LIEPs during the 2025–26 **who held the appropriate authorization to instruct EL students required by their assignment.** If none, enter zero.	17
Number of teachers working in LIEPs during the 2025–26 school year **who did not hold the appropriate authorization to instruct EL students required by their assignment.** If none, enter zero.	1
Total (Calculated total for answers above)	18

In the table below, enter the estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five school years. This number should reflect the additional teachers needed over the entire five-year period, not the number needed for each year. Do not include teachers currently working in LIEPs. Do not include teachers who will be hired as replacements. This is an estimate of new positions only.

Question	# Teachers *
Estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five school years. If none, enter zero.	1

Part III: Activities Related to the Teaching and Learning of English Learners

Instructions:

In the tables below, enter "Yes" or "No" to indicate the required activities and the optional activities that were conducted in your agency during the 2025–26 school year, whether or not they were paid for with Title III funds. Count only activities that relate specifically to English learner students. If your agency conducted other optional activities that are not listed, then please explain in the comment box.

Yes/No *	Required Activities
Yes	Supported the development and implementation of LIEPs (ESEA 20 U.S.C. Section 3115[c][1])
Yes	Provided professional development to teachers and other personnel serving EL students (ESEA 20 U.S.C. Section 3115[c][2])
Yes	Provided and implemented activities and strategies related to parent, family, and community engagement that enhanced or supplemented LIEPs (ESEA 20 U.S.C. Section 3115[c][3][A])
Yes	If applicable, other activities and strategies that enhanced or supplemented LIEPs, including coordination and alignment across programs (ESEA 20 U.S.C. Section 3115[c][3][B])
Yes/No*	**Optional Activities**
Yes	Upgraded program objectives and instructional strategies (ESEA 20 U.S.C. Section 3115[d][1])

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Yes	Improved instruction for EL students through curricula, instructional materials, software, and assessment procedures (ESEA 20 U.S.C. Section 3115[d][2])
No	Provided tutorials, career, and technical education (ESEA 20 U.S.C. Section 3115[d][3][A])
Yes	Provided intensified supplemental instruction, including translated materials, interpreters, and translators (ESEA 20 U.S.C. Section 3115[d][3][B])
No	Supported LIEPs for preschool programs (ESEA section 3115[d][4])
Yes	Implemented strategies to improve English language proficiency and academic achievement for EL students (ESEA 20 U.S.C. Section 3115[d][5]).
Yes	Provided parent, family, and community engagement activities to support the education of EL students (ESEA 20 U.S.C. Section 3115[d][6])
Yes	Provided resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of EL students (ESEA 20 U.S.C. Section 3115[d][7])
Yes	Offered programs to help EL students achieve success in postsecondary education (ESEA 20 U.S.C. Section 3115[d][8])
Yes	Improved the instruction of EL students with disabilities (ESEA 20 U.S.C. Section 3115[d][9])
No	Other (ESEA 20 U.S.C. Section 3115[d][9])

Comment Box:
Other activities not listed above (response is limited to 1,000 characters):
N/A

Questions: Emma Chamberlin

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Sacramento, CA 95814

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Title III English Learner Program Annual Online Report

School Year 2025–2026

Submission Date: 10/30/2026 1:38:55 PM PT
Submission ID: 18679

Instructions:

- Answer the questions on the screen. Select the "Next" button for the next part of the report.
- You may select the "Previous" button to go back to a previous section. Do not use your browser's "Back" button.
- In the last part of the report, select the "Preview" button. **On the next screen, review all the responses, then select the "Submit" button on the bottom of the screen. Do not log off before you select the "Submit" button.**
- After you have submitted the report, you may select the "Print" button to obtain a hard copy.
- Note that an asterisk '*' indicates which fields are required.

Agency Name: Monsenor Oscar Romero Charter Middle (19647330114959)

Contact Information of Individual Submitting Title III Annual Online Report

Contact Information	Response
Submitter First Name:	Yvette
Submitter Last Name:	King-Berg
Submitter Title:	Executive Director
Submitter Phone Number:	8187268883
Submitter Email:	ykingberg@ypics.org

Contact Information of Individual Responsible for the Title III Program

Contact Information	Response
Title III Program Contact First Name:	Freddy
Title III Program Contact Last Name:	Zepeda
Title III Program Contact Title:	Executive Administrator

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Title III Program Contact Phone Number:	2134121417
Title III Program Contact Email:	mrzepeda@romerocharter.org

Part I: Language Instruction Educational Programs

This section collects information about language instruction educational programs (LIEPs) as required by the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act, Title III, Part A (20 United States Code [20 U.S.C.] sections 3121[a] and 3122[a-b]).

Thorough, accurate, and timely data submission is critical to this reporting process. Validation with local records is recommended prior to submission.

Instructions:

Definition of Language Instruction Educational Program

Per ESEA 20 U.S.C. Section 3201(7), the term "language instruction educational program" means an instruction course (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Types of Programs

Program	Description	Resource
Transitional Bilingual	A language acquisition program for English learners (EL) students that provides instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an EL student to achieve English proficiency and academic mastery of subject matter content and higher-order skills, including critical thinking, in order to meet state-adopted academic content standards.	https://www.cde.ca.gov/sp/ml/edgetransitional.asp
Dual Language or Two-way Immersion	A language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.	https://www.cde.ca.gov/sp/ml/edgedli.asp
English as a Second Language (ESL) or English Language Development	Instruction provided during a protected time in the regular school day for focused instruction on the state-adopted English Language Development (ELD) standards. During designated ELD, EL students develop critical English language skills necessary for accessing academic content in English.	https://www.cde.ca.gov/sp/ml/eldstandards.asp
Content classes with Integrated ESL support	Instruction in which the California ELD Standards are used in tandem with the state-adopted academic content standards.	https://www.cde.ca.gov/sp/ml/eldstandards.asp

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Youth Policy Institute Charter Schools (YPICS) - YPICS Regular Board Meeting - Agenda - Monday November 9, 2026 at 6:00 PM

Newcomer programs	Short-term, specialized programs designed to support recently arrived immigrant students. These programs may provide transitional academic and language support to help students acclimate to the U.S. educational system while developing English proficiency and accessing core content. Program structure, duration, and entrance and exit criteria are determined at the local level.	https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp
Other	Programs not listed above; please provide a description.	N/A

Note: Program descriptions are based on California Department of Education (CDE) resources to assist in completing this report. While the data are collected for federal reporting purposes, these are not federal definitions.

In the table below, enter "Yes" or "No" to indicate which LIEPs were implemented in your agency during the 2025–26 school year, whether or not they were paid for with Title III funds. Include only programs that are specifically designed to provide language support for English learner (EL) students. If there were LIEPs implemented in your agency that are not listed in the table, then please explain in the comment box.

Language of Instruction

The language of instruction is the language used by teachers to teach and communicate in a class. For each type of program implemented in your agency during the 2025–26 school year, enter the names of the languages of instruction used in the programs. More than one language may be entered for the same program.

Yes/No *	Types of Programs	Language(s) of Instruction
No	Transitional Bilingual	N/A
No	Dual Language or Two-Way Immersion	N/A
Yes	English as a Second Language (ESL) or English Language Development (ELD)	English
Yes	Content classes with Integrated ESL support	English
Yes	Newcomer programs	English
No	Other (explain in comment box below)	N/A

Comment Box:
Other types of programs not listed above (limited to 1,000 characters).
N/A

Part II: Teacher Information

This section collects information about teachers as required under ESEA 20 U.S.C. Section 3122(b)(5).

Instructions:

Provide the number of teachers who, during the 2025–26 school year, were working in the LIEPs indicated by your agency in Part I, even if they were not paid with Title III funds. Do not include teachers who were not working in LIEPs during the 2025–26 school year. Divide the number into two groups in the table below. Teachers who held the appropriate authorization to instruct EL students required by their assignment should be included in the first box. Teachers who did not hold the appropriate authorization to instruct EL students required by

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their assignment should be included in the second box. Please visit the California Commission on Teacher Credentialing web page at https://www.ctc.ca.gov/credentials/leaflets/cl-622/ to view the authorization requirements for teaching EL students.

Question	# Teachers *
Number of teachers working in LIEPs during the 2025–26 **who held the appropriate authorization to instruct EL students required by their assignment.** If none, enter zero.	16
Number of teachers working in LIEPs during the 2025–26 school year **who did not hold the appropriate authorization to instruct EL students required by their assignment.** If none, enter zero.	0
Total (Calculated total for answers above)	16

In the table below, enter the estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five school years. This number should reflect the additional teachers needed over the entire five-year period, not the number needed for each year. Do not include teachers currently working in LIEPs. Do not include teachers who will be hired as replacements. This is an estimate of new positions only.

Question	# Teachers *
Estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five school years. If none, enter zero.	1

Part III: Activities Related to the Teaching and Learning of English Learners

Instructions:

In the tables below, enter "Yes" or "No" to indicate the required activities and the optional activities that were conducted in your agency during the 2025–26 school year, whether or not they were paid for with Title III funds. Count only activities that relate specifically to English learner students. If your agency conducted other optional activities that are not listed, then please explain in the comment box.

Yes/No *	Required Activities
Yes	Supported the development and implementation of LIEPs (ESEA 20 U.S.C. Section 3115[c][1])
Yes	Provided professional development to teachers and other personnel serving EL students (ESEA 20 U.S.C. Section 3115[c][2])
Yes	Provided and implemented activities and strategies related to parent, family, and community engagement that enhanced or supplemented LIEPs (ESEA 20 U.S.C. Section 3115[c][3][A])
Yes	If applicable, other activities and strategies that enhanced or supplemented LIEPs, including coordination and alignment across programs (ESEA 20 U.S.C. Section 3115[c][3][B])
Yes/No*	**Optional Activities**
Yes	Upgraded program objectives and instructional strategies (ESEA 20 U.S.C. Section 3115[d][1])

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Yes	Improved instruction for EL students through curricula, instructional materials, software, and assessment procedures (ESEA 20 U.S.C. Section 3115[d][2])
No	Provided tutorials, career, and technical education (ESEA 20 U.S.C. Section 3115[d][3][A])
No	Provided intensified supplemental instruction, including translated materials, interpreters, and translators (ESEA 20 U.S.C. Section 3115[d][3][B])
No	Supported LIEPs for preschool programs (ESEA section 3115[d][4])
Yes	Implemented strategies to improve English language proficiency and academic achievement for EL students (ESEA 20 U.S.C. Section 3115[d][5]).
Yes	Provided parent, family, and community engagement activities to support the education of EL students (ESEA 20 U.S.C. Section 3115[d][6])
Yes	Provided resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of EL students (ESEA 20 U.S.C. Section 3115[d][7])
No	Offered programs to help EL students achieve success in postsecondary education (ESEA 20 U.S.C. Section 3115[d][8])
Yes	Improved the instruction of EL students with disabilities (ESEA 20 U.S.C. Section 3115[d][9])
No	Other (ESEA 20 U.S.C. Section 3115[d][9])

Comment Box:
Other activities not listed above (response is limited to 1,000 characters):
N/A

Questions: Emma Chamberlin

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Title III English Learner Program Annual Online Report

School Year 2025–2026

Submission Date: 10/30/2026 1:10:10 PM PT
Submission ID: 18678

Instructions:

- Answer the questions on the screen. Select the "Next" button for the next part of the report.
- You may select the "Previous" button to go back to a previous section. Do not use your browser's "Back" button.
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Agency Name: Bert Corona Charter High (19647330132126)

Contact Information of Individual Submitting Title III Annual Online Report

Contact Information	Response
Submitter First Name:	Yvette
Submitter Last Name:	King-Berg
Submitter Title:	Executive Director
Submitter Phone Number:	8187268883
Submitter Email:	ykingberg@ypics.org

Contact Information of Individual Responsible for the Title III Program

Contact Information	Response
Title III Program Contact First Name:	Max
Title III Program Contact Last Name:	Garcia
Title III Program Contact Title:	Executive Administrator

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Title III Program Contact Phone Number:	8184806801
Title III Program Contact Email:	mrmgarcia@coronacharter.org

Part I: Language Instruction Educational Programs

This section collects information about language instruction educational programs (LIEPs) as required by the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act, Title III, Part A (20 United States Code [20 U.S.C.] sections 3121[a] and 3122[a-b]).

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English as a Second Language (ESL) or English Language Development	Instruction provided during a protected time in the regular school day for focused instruction on the state-adopted English Language Development (ELD) standards. During designated ELD, EL students develop critical English language skills necessary for accessing academic content in English.	https://www.cde.ca.gov/sp/ml/eldstandards.asp
Content classes with Integrated ESL support	Instruction in which the California ELD Standards are used in tandem with the state-adopted academic content standards.	https://www.cde.ca.gov/sp/ml/eldstandards.asp

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Newcomer programs	Short-term, specialized programs designed to support recently arrived immigrant students. These programs may provide transitional academic and language support to help students acclimate to the U.S. educational system while developing English proficiency and accessing core content. Program structure, duration, and entrance and exit criteria are determined at the local level.	https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp
Other	Programs not listed above; please provide a description.	N/A

Note: Program descriptions are based on California Department of Education (CDE) resources to assist in completing this report. While the data are collected for federal reporting purposes, these are not federal definitions.

In the table below, enter "Yes" or "No" to indicate which LIEPs were implemented in your agency during the 2025–26 school year, whether or not they were paid for with Title III funds. Include only programs that are specifically designed to provide language support for English learner (EL) students. If there were LIEPs implemented in your agency that are not listed in the table, then please explain in the comment box.

Language of Instruction

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Yes/No *	Types of Programs	Language(s) of Instruction
No	Transitional Bilingual	N/A
No	Dual Language or Two-Way Immersion	N/A
Yes	English as a Second Language (ESL) or English Language Development (ELD)	English
Yes	Content classes with Integrated ESL support	English
No	Newcomer programs	N/A
No	Other (explain in comment box below)	N/A

Comment Box:
Other types of programs not listed above (limited to 1,000 characters).
N/A

Part II: Teacher Information

This section collects information about teachers as required under ESEA 20 U.S.C. Section 3122(b)(5).

Instructions:

Provide the number of teachers who, during the 2025–26 school year, were working in the LIEPs indicated by your agency in Part I, even if they were not paid with Title III funds. Do not include teachers who were not working in LIEPs during the 2025–26 school year. Divide the number into two groups in the table below. Teachers who held the appropriate authorization to instruct EL students required by their assignment should be included in the first box. Teachers who did not hold the appropriate authorization to instruct EL students required by

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their assignment should be included in the second box. Please visit the California Commission on Teacher Credentialing web page at https://www.ctc.ca.gov/credentials/leaflets/cl-622/ to view the authorization requirements for teaching EL students.

Question	# Teachers *
Number of teachers working in LIEPs during the 2025–26 **who held the appropriate authorization to instruct EL students required by their assignment.** If none, enter zero.	14
Number of teachers working in LIEPs during the 2025–26 school year **who did not hold the appropriate authorization to instruct EL students required by their assignment.** If none, enter zero.	0
Total (Calculated total for answers above)	14

In the table below, enter the estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five school years. This number should reflect the additional teachers needed over the entire five-year period, not the number needed for each year. Do not include teachers currently working in LIEPs. Do not include teachers who will be hired as replacements. This is an estimate of new positions only.

Question	# Teachers *
Estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five school years. If none, enter zero.	1

Part III: Activities Related to the Teaching and Learning of English Learners

Instructions:

In the tables below, enter "Yes" or "No" to indicate the required activities and the optional activities that were conducted in your agency during the 2025–26 school year, whether or not they were paid for with Title III funds. Count only activities that relate specifically to English learner students. If your agency conducted other optional activities that are not listed, then please explain in the comment box.

Yes/No *	Required Activities
Yes	Supported the development and implementation of LIEPs (ESEA 20 U.S.C. Section 3115[c][1])
Yes	Provided professional development to teachers and other personnel serving EL students (ESEA 20 U.S.C. Section 3115[c][2])
Yes	Provided and implemented activities and strategies related to parent, family, and community engagement that enhanced or supplemented LIEPs (ESEA 20 U.S.C. Section 3115[c][3][A])
Yes	If applicable, other activities and strategies that enhanced or supplemented LIEPs, including coordination and alignment across programs (ESEA 20 U.S.C. Section 3115[c][3][B])
Yes/No*	Optional Activities
Yes	Upgraded program objectives and instructional strategies (ESEA 20 U.S.C. Section 3115[d][1])

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Yes	Improved instruction for EL students through curricula, instructional materials, software, and assessment procedures (ESEA 20 U.S.C. Section 3115[d][2])
Yes	Provided tutorials, career, and technical education (ESEA 20 U.S.C. Section 3115[d][3][A])
No	Provided intensified supplemental instruction, including translated materials, interpreters, and translators (ESEA 20 U.S.C. Section 3115[d][3][B])
No	Supported LIEPs for preschool programs (ESEA section 3115[d][4])
Yes	Implemented strategies to improve English language proficiency and academic achievement for EL students (ESEA 20 U.S.C. Section 3115[d][5]).
Yes	Provided parent, family, and community engagement activities to support the education of EL students (ESEA 20 U.S.C. Section 3115[d][6])
Yes	Provided resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of EL students (ESEA 20 U.S.C. Section 3115[d][7])
Yes	Offered programs to help EL students achieve success in postsecondary education (ESEA 20 U.S.C. Section 3115[d][8])
Yes	Improved the instruction of EL students with disabilities (ESEA 20 U.S.C. Section 3115[d][9])
No	Other (ESEA 20 U.S.C. Section 3115[d][9])

Comment Box:
Other activities not listed above (response is limited to 1,000 characters):
N/A

Questions: Emma Chamberlin

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Youth Policy Institute Charter Schools (YPICS) - YPICS Regular Board Meeting - Agenda - Monday November 9, 2026 at 6:00 PM
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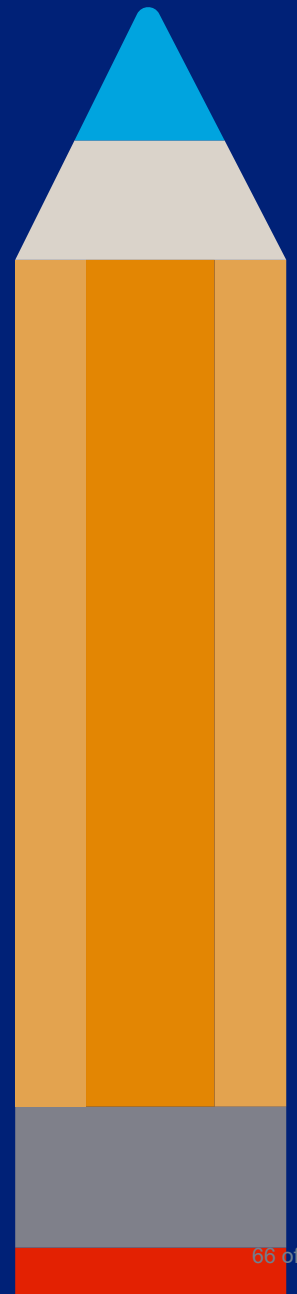
Coversheet

Facilities

Section:	III. Items Scheduled for Information
Item:	H. Facilities
Purpose:	
Submitted by:	
Related Material:	PROP 39 FAC REQ PPT October 2026 (3).pdf 27-28 Confirmation of Prop 39 Application Submission.pdf

Proposition 39: Facilities Request Workshop

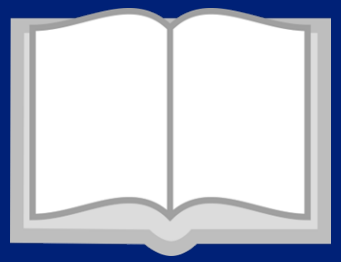
For the 2027-2028 School Year



Agenda

- Introduction to Proposition 39
- Online Facilities Request Form Registration
- Online Facilities Request Form General Information
- Over-Allocation Reimbursement Obligations, Reporting Format, and Illustrative Example
- ADA Reporting Obligations and Guidelines
- Next Steps

PROPOSITION 39



State Law:

(a) The intent of the people in amending Section 47614 is that public school facilities should be shared fairly among all public school pupils, including those in charter schools.

(b) Each school district shall make available, to each charter school operating in the school district, facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district.

LAUSD UNIFIED



PROPOSITION 39

Implementing Regulations

5 CCR 11969.1

This document is current through Register 2019, No. 36, September 6, 2019

CA - Barclays Official California Code of Regulations > TITLE 5. EDUCATION > DIVISION 1. CALIFORNIA DEPARTMENT OF EDUCATION > CHAPTER 11. SPECIAL PROGRAMS > SUBCHAPTER 19. CHARTER SCHOOLS > ARTICLE 3. FACILITIES FOR CHARTER SCHOOLS

§ 11969.1. Purpose and Stipulation

(a)This article governs provision of facilities by school districts to charter schools under *Education Code section 47614*.

(b)If a charter school and a school district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative, including, for example, funding in lieu of facilities in an amount commensurate with local rental or lease costs for facilities reasonably equivalent to facilities of the district.

Statutory Authority

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614, Education Code*. Reference: *Section 47614, Education Code*.

History

HISTORY:

1. New article 3 (sections 11969.1-11969.9) and section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section heading, section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).
3. Amendment of Note filed 11-16-2011; operative 12-16-2011 (Register 2011, No. 46).

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End of Document

PROPOSITION 39

- The District must make reasonable efforts to locate a charter school near where it wishes to locate.
- A charter school shall be provided with reasonably equivalent space.



PROPOSITION 39

Timeline

Nov. 1st

Charter School

Charter School submits a written request for LAUSD school facilities, identifying its projected Average Daily Attendance ("ADA").

Dec. 1st

LAUSD

LAUSD reviews Charter School's ADA projections and (1) agrees with the projections, or (2) objects and responds with projections the District considers reasonable.

LAUSD UNIFIED

PROPOSITION 39

Timeline

Jan. 2nd

Charter School

Charter School responds to any objections expressed by LAUSD and to LAUSD's ADA projection.

Feb. 1st

LAUSD

LAUSD sends a preliminary proposal to Charter School.

Mar. 1st

Charter School

Charter School responds to the preliminary proposal.

PROPOSITION 39

Timeline

Apr 1st

LAUSD

LAUSD makes final offer of space to Charter School.

May 1st

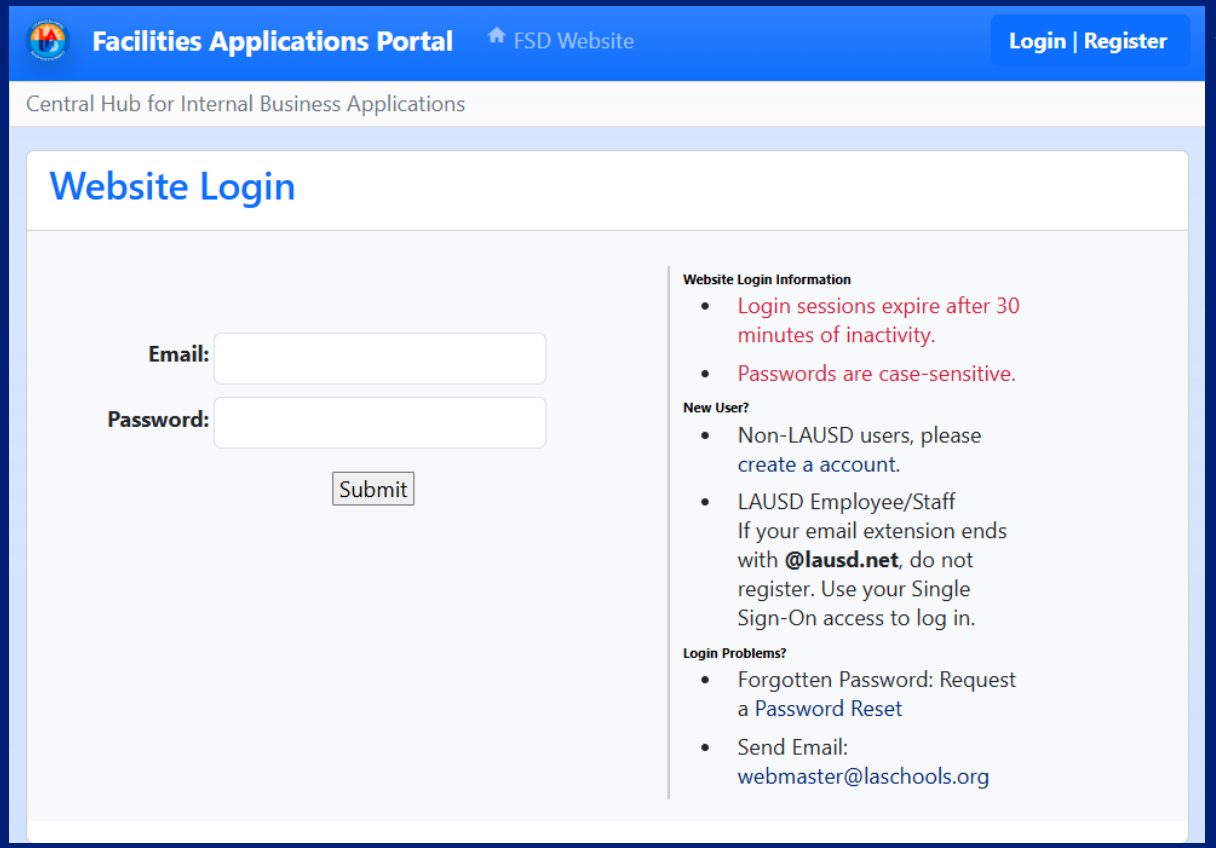
Charter School

Charter School either accepts or rejects the final offer. If the final offer is accepted, Charter School is able to occupy the site(s) 10 working days prior to its first day of school instruction.



PROPOSITION 39

Online Facilities Request Form: REGISTRATION



https://www.laschools.org/register/?return_url=https://mo.laschools.org/register/?return_url%3d/applications/mo/prop39-online-facilities-request/

All new requesters must register in order to submit a facilities request

For security purposes, passwords on all registered accounts are automatically set to expire every three months

Please be sure to use an email address that is monitored regularly, as this is where all communication about this request will be sent. Do NOT use your LAUSD single sign-on.

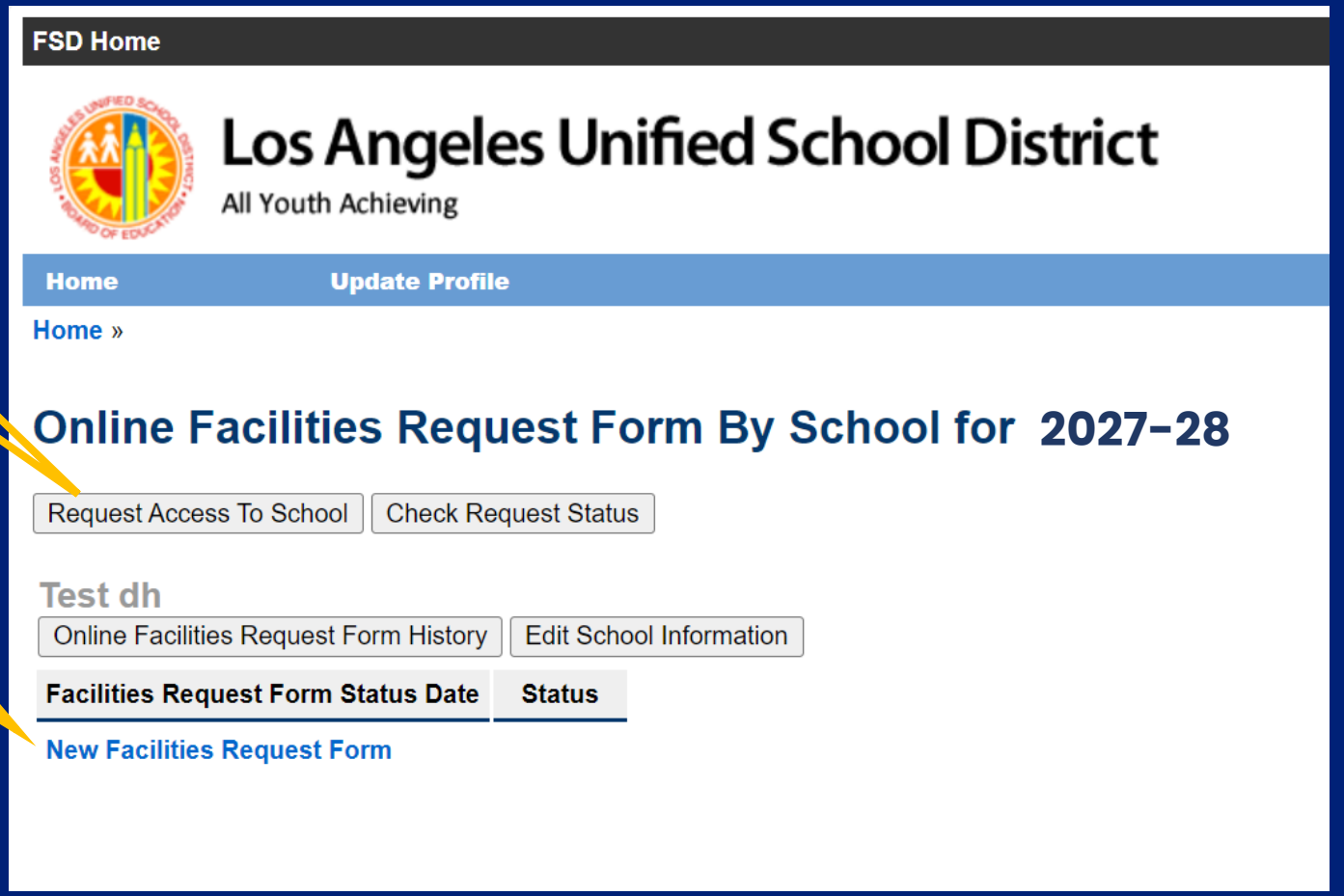
PROPOSITION 39

Online Facilities Request Form: HOME PAGE

https://mo.laschools.org/applications/mo/prop39-online-facilities-request/

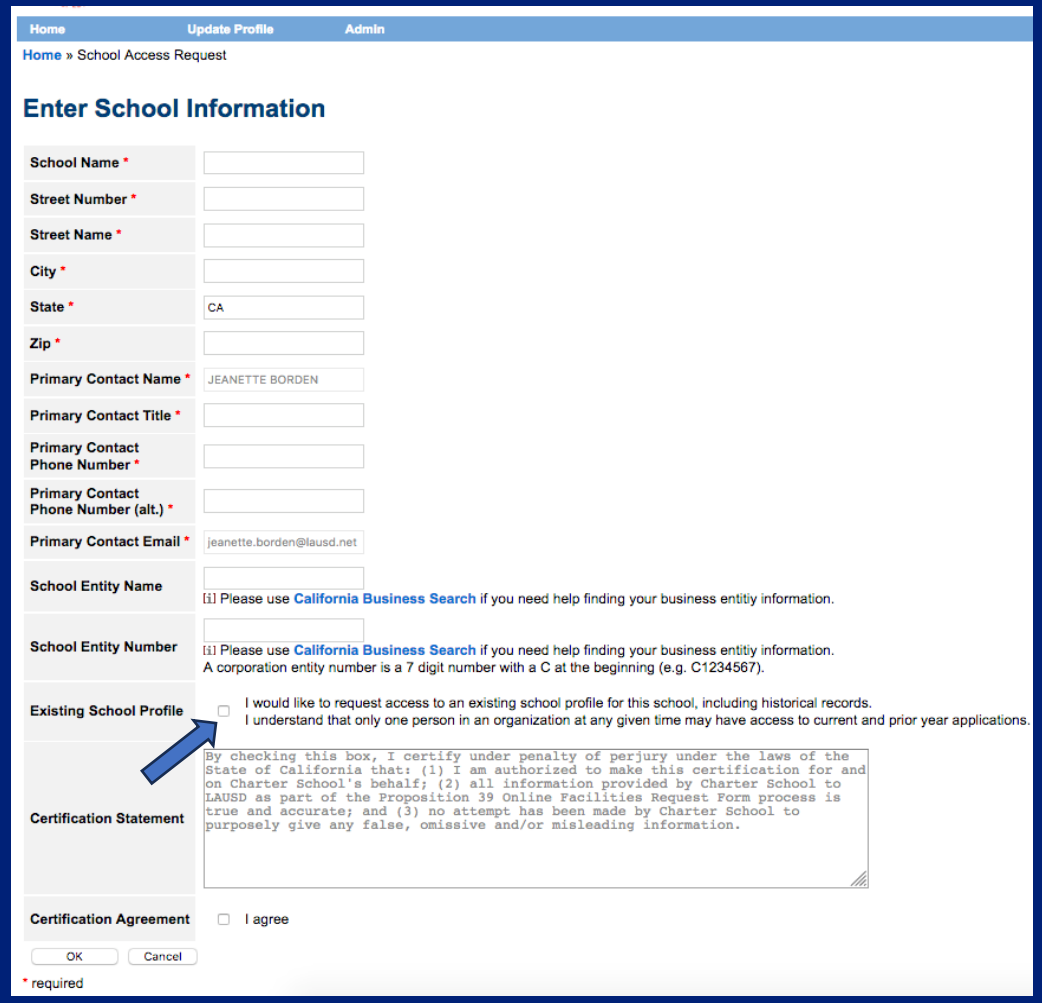
Link to request access to your school(s).

Link to start a new Facilities Request for your school.



PROPOSITION 39

Online Facilities Request Form: REQUEST ACCESS TO SCHOOL



Only ONE person in each organization may have access to current and prior year request forms, at any given time.

If you are a NEW person filling out the request form, you may request access to prior year requests by checking the box next to “Existing School Profile.”

PROPOSITION 39

Online Facilities Request Form: SUBMISSION INSTRUCTIONS

PROPOSITION 39 ONLINE FACILITIES REQUEST FORM

Pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (c)(3), the Los Angeles Unified School District ("LAUSD" or "District") requires all charter schools seeking Proposition 39 (Education Code section 47614) facilities for the 2027-28 fiscal year to submit requests for facilities on this Online Facilities Request Form on or before November 1, 2026. Should your charter school ("Charter School") desire Proposition 39 facilities for the 2027-28 fiscal year, please complete and submit this Online Facilities Request Form. Any requests for facilities submitted in any other forms or manners will be rejected. This Online Facilities Request Form may not be altered in any way, and submission of any documents or information not specifically requested herein will not be considered. Any reservations of rights, notes, comments, and/or qualifying language placed by a charter school on any submission will not be considered. Charter schools with questions about the facilities request process or those experiencing difficulty submitting the Online Facilities Request Form may participate in District workshops for technical support or reach out to **prop39@lausd.net**. Charter schools are strongly encouraged to participate in these workshops. The District is not responsible for any difficulties charter schools may have in navigating or submitting the Online Facilities Request Form.

ONLINE FACILITIES REQUEST FORM:

- Complete each section. You may save your work and return to complete it at any time. You must click the "Save Information" button to save your work. It is recommended that you save often to prevent any loss of information due to an unexpected error.
- Attach all required and supporting documents where indicated.
- Check the certification box and click "Submit Online Facilities Request Form." The Online Facilities Request Form is not submitted to the District until the certification box is checked and "Submit Online Facilities Request Form" is clicked. Upon submission, you will receive a confirmation message and email. Note that the Online Facilities Request Form must be submitted on or before November 1, 2026.
- The Online Facilities Request Form cannot be changed after submission. If changes are necessary, you must submit a new Online Facilities Request Form. In the case of multiple submissions from the same charter school, the most recent Online Facilities Request Form will be accepted.

QUESTIONS:

All questions regarding Charter School's submission of the Online Facilities Request Form and supporting documentation may be directed to **prop39@lausd.net**.

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: SUBMISSION INSTRUCTIONS

REQUIRED DOCUMENTATION:

The following documents are required and must be completed, and attached to this Online Facilities Request Form where indicated.

- Charter School's operational calendar for 2027-28 school year

SUPPORTING DOCUMENTATION:

The following templates are available at **https://charter.lausd.org/apps/pages/index.jsp?uREC_ID=4425132&type=d&pREC_ID=2660954** to support Charter School in demonstrating the reasonableness of its in-district and total average daily attendance ("ADA") and in-district and total classroom ADA projections.

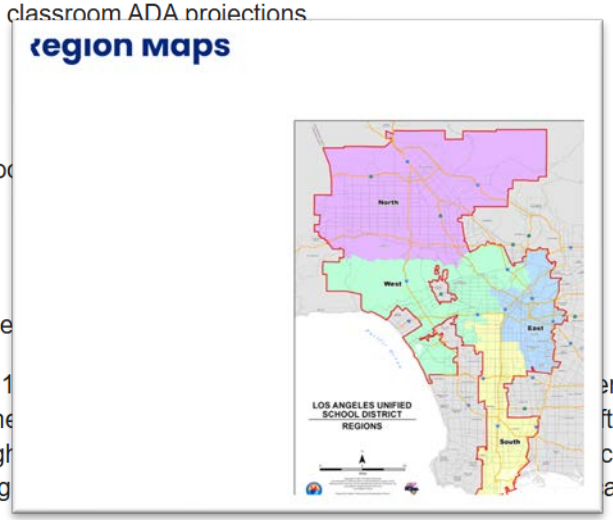
1. Meaningfully Interested Students Information Form
2. Intent to Re/Enroll Forms

All attached supporting documents will be reviewed by LAUSD to help determine the reasonableness of Charter Schoo
classroom ADA projections.

District School Site and/or General Geographic Area:

Maps of District school sites are available online at **LAUSD Maps** to assist Charter School in preparation of the Online

Charter School may select the name of the District school site(s) at which it wishes to locate in response to Question 1 enu.
Charter School may select multiple District school sites, and may also indicate a priority order in the "Notes" field imme fter
selecting the District school site(s) from the drop-down menu, Charter School must click the "Add" button to the far righ center
bottom of Question 17 in order to save the selection. If needed, Charter School may also submit information regarding ate in
response to Question 19.



All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: BASIC INFORMATION

BASIC INFORMATION

The signatory of this Online Facilities Request Form must have the authority to act on behalf of Charter School and enter into agreements with LAUSD related to Charter School's request for facilities. The District will direct all communications regarding Charter School's request for facilities to this individual only. After submission of this Online Facilities Request Form, any changes to Charter School's contact person, and all other written communications from Charter School to LAUSD regarding the request for facilities (e.g., correspondence, 5 CCR § 11969.9(d) response to ADA objections, 5 CCR § 11969.9(g) response to preliminary proposal, 5 CCR § 11969.9(i) notification, etc.) must be submitted via email only to: prop39@lausd.net.

1. Is Charter School currently providing public education to in-district students? (check one)

   (•) Yes ( ) No

2. Did Charter School submit its charter petition on or before November 1, 2026? (check one)

   (•) Yes ( ) No

3. Charter School Name (as it appears on current charter petition)

   Test dh

4. Charter School Address (as it appears on current charter petition)

   dh | dh | dh | CA | 90017

5. Primary Contact Name

   Daniel Hwang

6. Primary Contact Title

   dh

7. Primary Contact Phone Number(s)

   dh OR dh

8. Primary Contact Email

   daniel.hwang@lausd.net

9. Charter School/Charter Management Organization Entity Name on File with California Secretary of State

   dh

10. Charter School/Charter Management Organization Entity Number on File with the California Secretary of State

    dh

11. Please indicate all LAUSD campuses on which Charter School is currently located.
    (If Charter School is not currently located on a LAUSD campus, enter "None".)

    Type in campus name: [ ] Add

Campus Name
None

12. Please provide a .pdf copy of Charter School's operational calendar for the 2027-28 school year. - select file and click "Save Information" to upload it.

    Choose File No file chosen

13. Please state the first day of instruction for Charter School for the 2027-28 school year, as identified on its operational calendar.

    [ ]

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: SUPPORTING DOCUMENTATION

14. 1. Is Charter School submitting additional supporting documentation?

When a charter school is not yet open, or to the extent an operating charter school projects a substantial increase in in-district ADA, the charter school must provide documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection. The District has provided optional sample templates that you may download from the following link: **https://charter.lausd.org/apps/pages/index.jsp?uREC_ID=4425132&type=d&pREC_ID=2660954**. The District requests that Charter School organize all supporting documentation by grade level. If Charter School provides any Excel documents that identify individual students, please provide in both .xls and .pdf formats.

(•) Yes ( ) No

Attach supporting documentation - select file and click "Save Information" to upload it:
Choose File No file chosen

2. Please provide a summary of all supporting documentation Charter School has provided to the District. For example:

Attached are Intent to Re/Enroll forms for 90 in-district students, as follows:

30 new students projected to be in Kindergarten
38 existing students projected to be in 1st grade
12 new students projected to be in 1st grade
10 new students projected to be in 2nd grade

Also attached is a list of meaningfully interested students:

There are 120 students listed, of which 90 are in-district students.
52 of the students listed are projected new students and 68 are existing students.

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: METHODOLOGY FOR REASONABLE PROJECTIONS OF AVERAGE DAILY ATTENDANCE

DESCRIPTION OF THE CHARTER SCHOOL'S METHODOLOGY FOR REASONABLE PROJECTIONS OF AVERAGE DAILY ATTENDANCE

1. Describe the methodology for determining Charter School's in-district and total ADA and in-district and total classroom ADA projections for the 2027-28 school year. If Charter School's methodology relies on a cohort survival analysis, please describe Charter School's cohort survival rate assumptions.

2. Please enter the projected in-district classroom ADA rate for Charter School as a percentage represented in decimal form (e.g. type 0.94 to represent 94%).

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: ADA PROJECTIONS

16.1: In-District ADA Projections (by grade level)
16.2: Total ADA Projections (by grade level)
16.3: In-District Classroom ADA Projections (by grade level)
16.4: Total Classroom ADA Projections (by grade level)
16.5: Total Projected In-District Classroom ADA Projections (by grade level & LAUSD School)

*NOTE: TK must be listed as a separate line from K in question 16. TK is the first year of a two-year kindergarten program.

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.



PROPOSITION 39

Online Facilities Request Form: ADA PROJECTIONS

Prior School Year's P-2 as submitted for the 2025-26 school year in conjunction with the second principal apportionment under Education Code section 41601

Table 16.1: In-District ADA Projections (by grade level)

Grade Level	Total In-District ADA Past School Year (2025-26)	Current Total In-District ADA Current School Year (2026-27)	Projected Total In-District ADA Request School Year (2027-28)
TK	6.44	11.04	9.2
K	49.68	49.68	51.52
1	51.52	49.68	49.68
2	51.52	51.52	51.52
3	57.96	51.52	50.32
4	46	49.68	49.68
5			
6			
7			
8			
9			
10			
11			
12			
	Total: 263.12	Total: 263.12	Total: 261.92

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: ADA PROJECTIONS

Table 16.5: Total Projected In-District Classroom ADA Projections (by grade level & LAUSD School).

List the Total Projected In-District Classroom ADA (from Table 16.3 above), for the 2027-28 school year, by grade level and LAUSD school Charter School students would otherwise attend.

List the total projected in-district classroom ADA (from Table 16.3 above), for the 2027-28 school year, by grade level and LAUSD school Charter School students would otherwise attend.

	2027-28 Projected Grade Level														
LAUSD School Name	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
ANATOLA EL	.92	0	1.84	0	2.76	.92	0	0	0	0	0	0	0	0	6.44
BASSETT EL	0	.92	.92	0	.92	0	1.84	0	0	0	0	0	0	0	4.6
BEACHY EL	0	0	0	3.68	0	3.68	0	0							
	0	0	1.84	0									0	0	6.46
VALERIO EL	0	0	0	1.84	1.84	0	2.76	0	0	0	0	0	0	0	6.44
VAN NUYS EL	1.84	8.28	2.78	0	2.76	4.6	3.68	0	0	0	0	0	0	0	23.94
VICTORY EL	.92	4.6	3.68	6.44	0	2.76	2.76	0	0	0	0	0	0	0	21.16
	Total: 9.2	Total: 51.52	Total: 49.74	Total: 51.52	Total: 51.52	Total: 51.52	Total: 49.86	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 314.88

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: AREA OF GEOGRAPHIC INTEREST

17. Please provide information regarding the LAUSD school site(s) and/or general geographic area in which Charter School wishes to locate.

Area	Notes
BIG BEN ELEMENTARY SCHOOL	We would like to add priority #1 - to this school site
RANCHO MIDDLE SCHOOL	Priority #2 to this school site

Save Information

Press the “Save Information” button after you add each school on this list.

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Information on Charter School's Special Education Needs and Educational Program

18. Please provide a current list of in-district Charter School students with special education needs, as well as the schedule for providing these services. Currently uploaded attachments:

19. Provide information on Charter School's educational program, if any, that is relevant to the assignment of facilities.

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Online Facilities Request Form: SUBMISSION

SUBMIT ONLINE FACILITIES REQUEST FORM

By checking this box, I certify under penalty of perjury under the laws of the State of California that: (1) I am authorized to make this certification for and on Charter School's behalf; (2) all information provided by Charter School to LAUSD as part of the Proposition 39 Online Facilities Request Form process is true and accurate; and (3) no attempt has been made by Charter School to purposely give any false, omissive and/or misleading information.

☑ I agree

Submit Facilities Request Form

Check box to affirm statement.

Click the "Submit Facilities Request Form" button to submit the Facilities Request for the 2027-28 school year.

LAUSD UNIFIED

All questions may be directed to prop39@lausd.net.

PROPOSITION 39

Alternative Agreements

- The Proposition 39 implementing regulations permit a charter school and a school district to mutually agree to an alternative to specific compliance with any of the provisions of the Proposition 39 implementing regulations.

- A charter school may request that a particular alternative agreement concept be considered by the District any time following the submission of a legally-compliant facilities request for the school year in question.

PROPOSITION 39

Over-Allocation Reporting Obligations

5 CCR 11969.8

This document is current through Register 2019, No. 36, September 6, 2019

CA - Barclays Official California Code of Regulations > TITLE 5. EDUCATION > DIVISION 1. CALIFORNIA DEPARTMENT OF EDUCATION > CHAPTER 11. SPECIAL PROGRAMS > SUBCHAPTER 19. CHARTER SCHOOLS > ARTICLE 3. FACILITIES FOR CHARTER SCHOOLS

§ 11969.8. Reimbursement Rates for Over-Allocated Space

(a) Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to *Education Code section 42263* for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to *Education Code section 47633*, rounded to the next highest dollar, and posted on the CDE Web site. The reimbursement amount owed by the charter school for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(l) in conjunction with the second principal apportionment under *Education Code section 41601*.

(b) A charter school must notify the school district when it anticipates that it will have over-allocated space that could be used by the school district. Upon notification by a charter school that the charter school anticipates having over-allocated space, a school district may elect to use the space for school district programs. The school district must notify the charter school whether or not it intends to use the over-allocated space within 30 days of the notification by the charter school. If the school district notifies the charter school that it intends to use all or a portion of the over-allocated space, payments for over-allocated space and pro rata share payments shall be reduced accordingly beginning at the time of the school district notification to use the space. If the school district notifies the charter school that it does not intend to use the space, the charter school must continue to make payments for over-allocated space and pro rata share payments. The school district may, at its sole discretion, reduce the amounts owed by the charter school.

(c) With respect to charter schools established at existing public school sites pursuant to *Education Code sections 47605(a)(2)*, *52055.5*, *52055.55*, or *52055.650*, the provisions of this section are limited by the applicable provisions of subdivisions (c) and (d) of section 11969.3.

PROPOSITION 39

Over-Allocation Illustrative Example Based on 2025-26 Per-Pupil Rate

Charter School's **Projected** In-District Classroom ADA: **400.00**

Charter School's Actual In-District Classroom ADA	Percentage of Projected In-District Classroom ADA	Reimbursement Amount Owed by Charter School
400.00 (or above) - 360.01	100 (or above) - 90.01	$0.00
360.00 - 320.00	90 - 80	$60,880.00 – 182,640.00
319.99 - 280.00	80 - 70	$182,670.44 – 304,400.00
279.99 - 240.00	70 - 60	$304,430.44 –426,160.00
239.99 - 200.00	60 - 50	$426,190.44 – 547,920.00
199.99 - 160.00	50 - 40	$547,920.00 – 669,680.00
159.99- 120.00	40 - 30	$669,680.00 – 791,440.00
119.99 - 80.00	30 - 20	$791,470.44 – 913,200.00
79.99 - 40.00	20 - 10	$913,230.44 – 1,034,960.00
39.99 - 0.00	10 - 0	$1,034,990.44 – 1,156,720.00

PROPOSITION 39

Over-Allocation Illustrative Example

Charter School's **Projected** In-District Classroom ADA: **400.00**

Projected In-District Classroom ADA[1]	Actual In-District Classroom ADA[2]	Difference	Is the Difference greater than or equal to 25 ADA, or 10 percent of projected in-district classroom ADA, whichever is greater?
400	350	50	YES

(1) Per-Pupil Rate times the difference between Charter School's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based	less	(2) Per-Pupil Rate times one-half the threshold ADA	equals	Reimbursement Amount Owed by Charter School to the District
$3,044 x 50 = $152,200		$3,044 x (1/2 of 40) = $60,880		$91,320

* Per-Pupil Rate can be found at: https://www.cde.ca.gov/sp/ch/overallocated.asp.
This example is based on the 2025-26 per-pupil rate.

PROPOSITION 39

Reporting Over-Allocated Space

5 *CCR* Section 11969.8(b)

A charter school must notify the school district when it anticipates that it will have over-allocated space that could be used by the school district. Upon notification by a charter school that the charter school anticipates having over-allocated space, a school district may elect to use the space for school district programs. The school district must notify the charter school whether or not it intends to use the over-allocated space within 30 days of the notification by the charter school. If the school district notifies the charter school that it intends to use all or a portion of the over-allocated space, payments for over-allocated space and pro rata share payments shall be reduced accordingly beginning at the time of the school district notification to use the space. If the school district notifies the charter school that it does not intend to use the space, the charter school must continue to make payments for over-allocated space and pro rata share payments. The school district may, at its sole discretion, reduce the amounts owed by the charter school.

PROPOSITION 39

ADA Reporting Requirements

- The charter school must report actual ADA to the District every time that the charter school reports ADA for apportionment purposes.
- 4 data points required for each site at which the charter school operates:

	Site 1	Site 2 (if applicable)
In-District ADA		
Total ADA		
In-District Classroom ADA		
Total Classroom ADA		

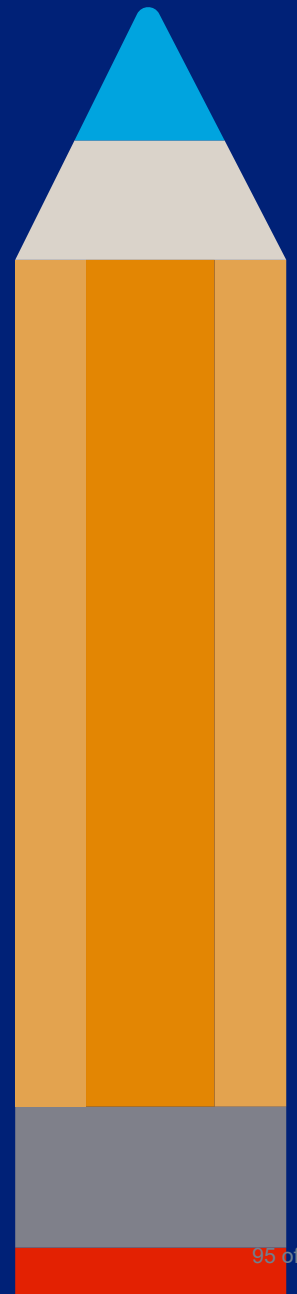
PROPOSITION 39

Next Steps

- Facilities Request Office Hours will take place every Friday in October from 9:00-11:00 am. (https://lausd.zoom.us/j/82430590426?pwd=JYhOyZa9lOc8Qm0zLsVn1rF8NCSIKA.1)
- Questions may be directed to **prop39@lausd.net**.
- District staff will not be available after 5:00 p.m. on October 30, 2026 to address questions or technical concerns.
- Facilities requests must be submitted on or before November 1, 2026.

Proposition 39: Facilities Request Workshop

For the 2027-2028 School Year



CONFIRMATION OF SUBMISSION: PROP. 39 ONLINE FACILITIES REQUEST FORM FOR 2027-28 SY (Bert Corona Charter High)

External Inbox ×

prop39@lausd.net Thu, Oct 29, 7:06 PM (7 days ago)

to me

Dear Yvette King-Berg,

This email confirms that Bert Corona Charter High has submitted a Proposition 39 Online Facilities Request Form to the Los Angeles Unified School District for the 2027-28 school year. The facilities request and all attached supporting documentation will be reviewed to determine whether all requirements of California Education Code section 47614 and its implementing regulations have been satisfied. If you have any questions, please email Prop39@lausd.net.

Proposition 39 Online Facilities Request Form submission date and time: 10/29/2026 07:05 PM.

Sincerely,

Los Angeles Unified School District



Coversheet

YPICS FY26-27 September Financials

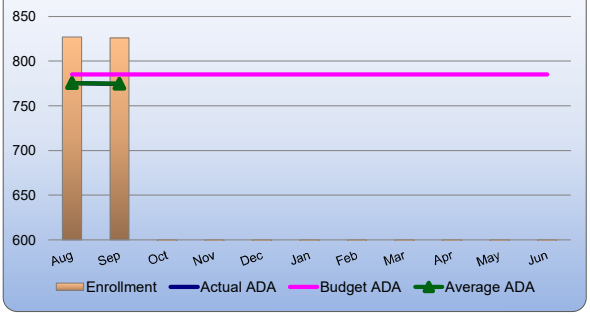
Section:	V. Items Scheduled For Action
Item:	A. YPICS FY26-27 September Financials
Purpose:	Vote
Submitted by:	
Related Material:	26-27 YPICS Financials Board Packet 09.26.pdf

EXCELLENT CMO - Financial Dashboard (September 2026)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

Enrollment is currently 13 students below budget, resulting in a $192K decrease in LCFF Revenue.

Forecast includes $1.94M of restricted one-time funds. An additional $406K remains available to spend through FY27/28.

$7.24MK of cash has been held in CD accounts.

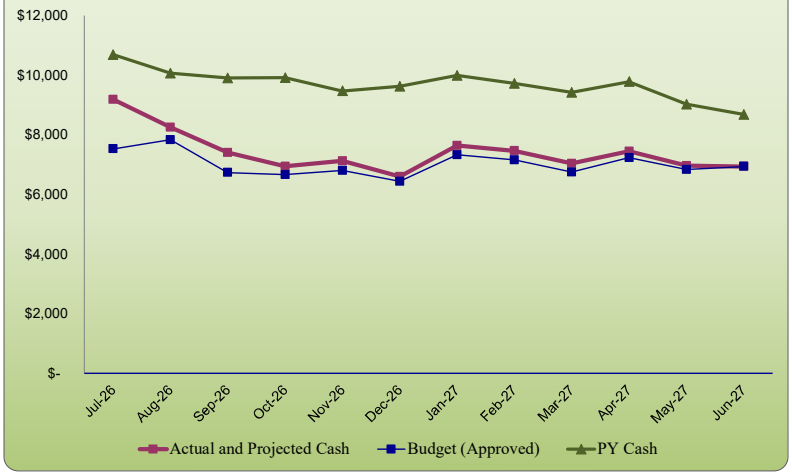
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Attendance Analysis	Actual through Month 2	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26 P2	FY 24-25 P2
Enrollment	826	827	840	(13)	827	0	824	0
ADA %	94.5%	93.8%	93.5%	0.3%	280.8%	-187.1%	95.0%	0.0%
Average ADA	774.89	773.58	785.15	(11.57)	773.58	0.00	752.22	0.00

4

Income Statement	Actual through 09/30/26	Forecast as of 09/30/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	1,518,392	12,427,021	12,619,292	(192,271)	12,427,021	0	11,610,960	12,113,655
Federal Revenue	47,929	1,439,772	1,421,263	18,508	1,414,004	25,768	1,444,130	1,922,813
State Revenue	1,551,407	3,707,189	3,568,093	139,096	3,749,678	(42,489)	3,745,758	3,118,156
Other Local Revenue	241,130	1,595,937	1,612,293	(16,355)	1,595,928	10	1,212,013	1,763,592
Grants/Fundraising	51,228	101,610	62,000	39,610	93,510	8,100	59,438	100,626
TOTAL REVENUE	3,410,086	19,271,529	19,282,941	(11,412)	19,280,141	(8,612)	18,072,299	19,018,842
Total per ADA		24,912	24,560	353	24,923	(11)	24,025	23,742
w/o Grants/Fundraising		24,781	24,481	300	24,802	(22)	23,946	23,616
Certificated Salaries	1,265,882	6,596,009	6,813,213	217,203	6,647,295	51,285	6,486,199	6,164,145
Classified Salaries	718,221	3,191,315	3,138,341	(52,974)	3,225,462	34,147	3,172,669	3,238,813
Benefits	943,685	3,289,587	3,291,643	2,056	3,306,424	16,836	3,300,154	3,125,796
Student Supplies	313,248	1,484,631	1,450,774	(33,856)	1,446,581	(38,049)	1,212,743	1,696,032
Operating Expenses	1,291,489	4,673,800	4,450,937	(222,863)	4,684,142	10,342	4,334,182	4,531,116
Other	249,567	997,998	1,012,244	14,246	998,839	841	1,012,747	1,017,924
TOTAL EXPENSES	4,782,093	20,233,339	20,157,152	(76,188)	20,308,742	75,403	19,518,693	19,773,826
Total per ADA		26,155	25,673	(482)	26,253	(97)	25,948	24,684
NET INCOME / (LOSS)	(1,372,008)	(961,810)	(874,210)	(87,600)	(1,028,601)	66,791	(1,446,394)	(754,984)
Op Inc Exluding Non-cash Lease Exp	(1,148,766)	(75,219)	8,917	(84,136)	(135,046)	59,827	(539,501)	0

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
6,941,685	6,939,852	1,833

6

Balance Sheet	6/30/2026	8/31/2026	9/30/2026	6/30/2027 FC
Assets				
Cash, Operating	8,681,355	8,271,762	7,425,266	**6,956,666**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	1,613,470	239,138	189,975	**1,784,639**
Due From Others	2,956	758	758	**758**
Deposits/Prepaids	302,784	114,098	114,098	**316,505**
Net Fixed Assets	24,409,212	24,458,930	24,403,514	**23,805,261**
Lease Assets	1,868,411	1,835,335	1,818,733	**1,675,608**
Other Assets	0	0	0	**0**
Total Assets	36,878,189	34,920,022	33,952,344	**34,539,437**
Liabilities				
A/P & Payroll	482,352	589,230	561,584	**438,522**
Due to Others	478,460	361,532	361,502	**631,282**
Deferred Revenue	1,426,555	0	0	**377,376**
Lease Liabilities	1,985,869	1,939,165	1,924,547	**1,797,642**
Other Liabilities	103,761	103,761	103,761	**103,761**
Total Debt	6,455,551	6,455,551	6,448,395	**6,228,101**
Total Liabilities	10,932,548	9,449,239	9,399,789	**9,576,684**
Equity				
Beginning Fund Bal.	27,392,036	25,945,642	25,945,642	**25,945,642**
Net Income/(Loss)	(1,446,394)	(474,858)	(1,393,086)	**(982,888)**
Total Equity	25,945,642	25,470,784	24,552,556	**24,962,754**
Total Liabilities & Equity	36,878,190	34,920,023	33,952,345	**34,539,438**

Days Cash on Hand	170	156	140	131
Cash Reserve %	46.6%	42.7%	38.3%	35.9%

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BERT CORONA CHARTER SCHOOL - Financial Dashboard (September 2026)

1

Key Performance Indicators

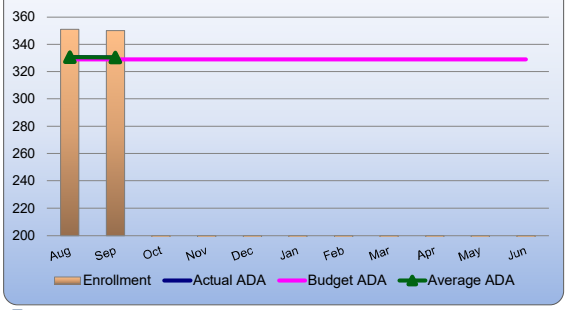
ADA vs. Budget		Cash on Hand	
Net Income / (Loss)		Year-End Cash	

KEY POINTS

Enrollment is currently 0 students below budget, with attendance trending 0 higher, resulting in a $21K increase in LCFF Revenue.

Forecast includes $402K of restricted one-time funds. An additional $457K remains available to spend through FY27/28.

2



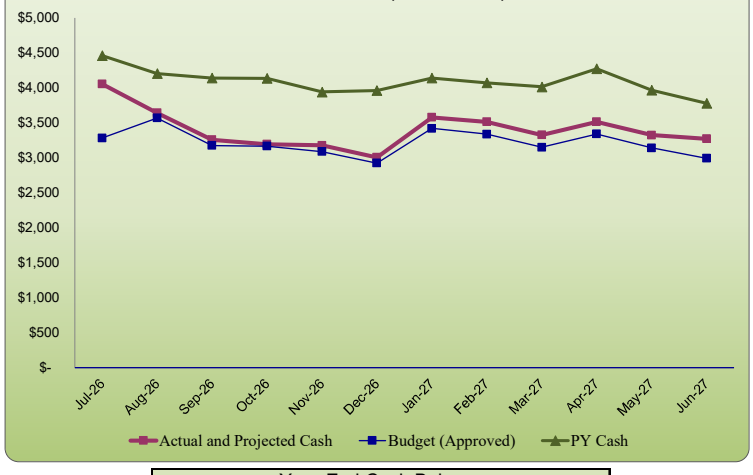
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Attendance Analysis	Actual through Month 2	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Enrollment	350	**350**	350	0	350	0	347	341
Attendance %	94.7%	**94.2%**	94.0%	0.2%	94.2%	0.0%	92.0%	93.1%
Avg Daily Attendance (ADA)	330.49	**329.41**	329.00	0.41	329.41	0.00	319.08	319.10

4

Income Statement	Actual through 09/30/26	Forecast as of 09/30/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	615,783	**5,024,152**	5,003,373	20,778	5,024,152	0	4,668,091	4,563,743
Federal Revenue	21,497	**646,391**	620,324	26,066	633,708	12,682	643,106	778,186
State Revenue	691,791	**1,560,279**	1,532,000	28,280	1,562,854	(2,575)	1,699,894	1,329,132
Other Local Revenue	100,712	**660,624**	659,915	709	660,604	20	454,308	774,895
Grants/Fundraising	36,642	**44,610**	15,000	29,610	36,510	8,100	21,739	55,011
TOTAL REVENUE	1,466,424	**7,936,056**	7,830,613	105,444	7,917,828	18,228	7,487,138	7,500,966
Total per ADA		**24,092**	23,801	290	24,036	55	23,465	23,507
w/o Grants/Fundraising		**23,956**	23,756	201	23,926	31	23,397	23,334
Certificated Salaries	465,530	**2,469,534**	2,506,007	36,473	2,478,947	9,412	2,313,448	2,198,546
Classified Salaries	260,579	**1,152,031**	1,150,685	(1,346)	1,174,459	22,427	1,123,243	1,181,236
Benefits	305,846	**1,158,227**	1,167,405	9,177	1,161,551	3,324	1,114,906	1,070,422
Student Supplies	178,140	**681,973**	645,349	(36,623)	664,273	(17,699)	587,375	810,998
Operating Expenses	695,328	**2,418,985**	2,348,891	(70,094)	2,424,646	5,660	2,262,687	2,151,385
Other	19,903	**85,847**	84,546	(1,301)	87,005	1,158	81,450	82,117
TOTAL EXPENSES	1,925,326	**7,966,598**	7,902,884	(63,714)	7,990,881	24,283	7,483,109	7,494,704
Total per ADA		**24,184**	24,021	(164)	24,258	(74)	23,452	23,487
NET INCOME / (LOSS)	(458,901)	**(30,542)**	(72,271)	41,729	(73,053)	42,511	4,029	6,263
OPERATING INCOME	(438,999)	**55,306**	12,275	43,030	13,952	41,353	85,479	88,379

5



Year-End Cash Balance		
Projected	Budget	Variance
3,270,091	2,992,848	277,243

6

Balance Sheet	6/30/2026	8/31/2026	9/30/2026	**6/30/2027**
Assets				
Cash, Operating	3,776,827	3,641,996	3,255,125	**3,270,091**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	763,603	128,957	105,644	**784,630**
Due From Others	5	5	5	**5**
Deposits/Prepaids	178,228	101,875	101,875	**183,752**
Net Fixed Assets	677,268	858,684	852,050	**786,105**
Lease Assets	1,691,216	1,668,802	1,657,556	**1,561,370**
Other Assets	0	0	0	**0**
Total Assets	7,087,147	6,400,320	5,972,255	**6,585,953**
Liabilities				
A/P & Payroll	124,966	240,148	151,629	**115,844**
Due to Others	45,292	29,410	29,380	**36,597**
Deferred Revenue	624,865	0	0	**294,238**
Lease Liabilities	1,806,895	1,774,502	1,765,017	**1,684,686**
Other Liabilities	22,596	22,596	22,596	**22,596**
Total Debt	0	0	0	**0**
Total Liabilities	2,624,613	2,066,656	1,968,622	**2,153,961**
Equity				
Beginning Fund Bal.	4,458,505	4,462,534	4,462,534	**4,462,534**
Net Income/(Loss)	4,029	(128,870)	(458,901)	**(30,542)**
Total Equity	4,462,534	4,333,664	4,003,633	**4,431,992**
Total Liabilities & Equity	7,087,147	6,400,320	5,972,255	**6,585,953**

Days Cash on Hand	186	168	151	**151**
Cash Reserve %	51.0%	46.1%	41.3%	**41.5%**

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BERT CORONA CHARTER SCHOOL
Financial Analysis
September 2026

Net Income

Bert Corona Charter School is projected to achieve a net income of -$31K in FY26-27 compared to -$72K in the board approved budget. Reasons for this positive $42K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2026, the school's cash balance was $3.26M. By June 30, 2027, the school's cash balance is projected to be $3.27M, which represents a 41% reserve.

As of September 30, 2026, the Accounts Receivable balance was $106K, down from $129K in the previous month, due to the receipt of revenue earned in FY25-26.

As of September 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled $152K, compared to $240K in the prior month.

As of September 30, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY26-27 is projected to be $7.94M, which is $105K or 1.3% over budgeted revenue of $7.83M.

Expenses

Total expenses for FY26-27 are projected to be $7.97M, which is $64K or 0.8% over budgeted expenditures of $7.90M.

Contracted Substitute Teacher costs are projected to be higher than budget by $30K.

Other Consultants costs are projected to be higher than budget by $20K.

Vendor Repairs are projected to be higher than budget by $21K.

ADA

Budgeted P2 ADA is 329.00 based on enrollment of 350 and a 94.0% attendance rate.

Forecast P2 ADA is 329.41 based on enrollment of 350 and a 94.2% attendance rate.

Actual ADA through Month 2 is 330.49 with ending enrollment of 350 and a 94.7% attendance rate.

In Month 2, ADA was 330.33 with a 94.3% 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 (September 2026)

1 Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

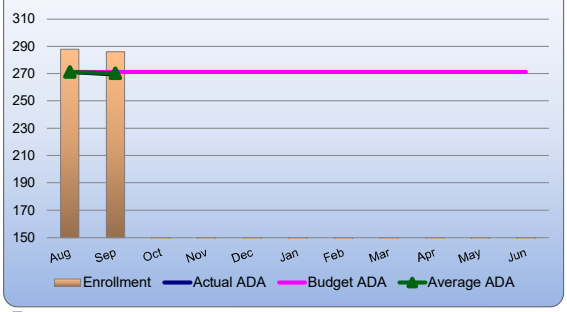
Year-End Cash

KEY POINTS

Enrollment is currently 3 students below budget, resulting in a $34K decrease in LCFF Revenue.

Forecast includes $501K of restricted one-time funds. An additional $202K remains available to spend through FY27/28.

2 ADA & Enrollment



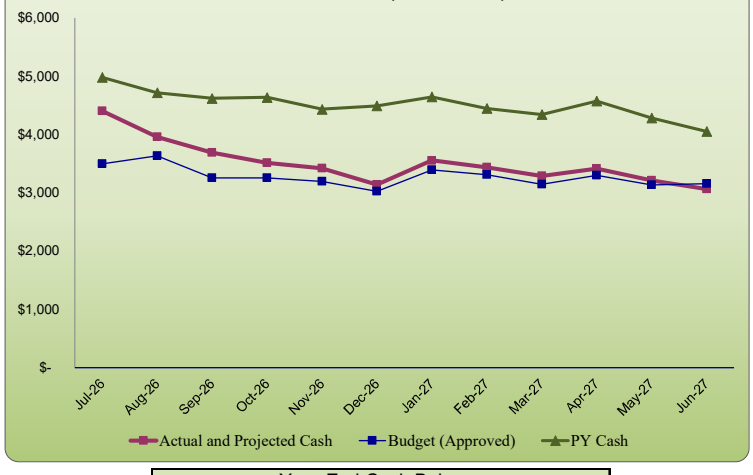
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Attendance Analysis	Actual through Month 2	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Enrollment	286	**287**	290	(3)	287	0	279	302
Attendance %	95.0%	**93.9%**	93.5%	0.4%	93.9%	0.0%	92.6%	93.1%
Avg Daily Attendance (ADA)	270.35	**268.90**	271.15	(2.25)	268.90	0.00	256.31	276.44

4

Income Statement	Actual through 09/30/26	Forecast as of 09/30/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	499,914	**4,158,675**	4,192,781	(34,106)	4,158,675	0	3,802,477	3,990,563
Federal Revenue	17,268	**505,506**	506,351	(845)	496,488	9,018	495,133	679,965
State Revenue	656,336	**1,439,713**	1,336,800	102,913	1,474,141	(34,428)	1,231,955	1,210,608
Other Local Revenue	98,681	**584,326**	587,341	(3,015)	584,326	0	449,590	663,946
Grants/Fundraising	9,328	**20,000**	10,000	10,000	20,000	0	9,779	0
TOTAL REVENUE	1,281,527	**6,708,220**	6,633,273	74,947	6,733,630	(25,410)	5,988,936	6,545,081
Total per ADA		**24,947**	24,463	483	25,041	(94)	23,366	23,676
w/o Grants/Fundraising		**24,873**	24,427	446	24,967	(94)	23,328	23,676
Certificated Salaries	394,912	**2,015,254**	2,063,135	47,881	2,015,254	0	1,963,880	1,944,798
Classified Salaries	201,463	**917,296**	910,727	(6,570)	917,296	0	877,744	894,341
Benefits	261,793	**977,145**	898,265	(78,880)	976,683	(462)	939,731	879,245
Student Supplies	101,909	**514,698**	507,415	(7,282)	499,506	(15,191)	385,961	532,044
Operating Expenses	546,826	**2,239,590**	2,188,490	(51,101)	2,303,280	63,690	1,987,728	2,152,173
Other	222,828	**885,101**	900,608	15,507	884,744	(357)	901,706	904,049
TOTAL EXPENSES	1,729,730	**7,549,085**	7,468,640	(80,445)	7,596,765	47,680	7,056,751	7,306,650
Total per ADA		**28,074**	27,544	(530)	28,251	(177)	27,532	26,431
NET INCOME / (LOSS)	(448,203)	**(840,865)**	(835,367)	(5,498)	(863,135)	22,270	(1,067,815)	(761,568)
OPERATING INCOME	(257,653)	**(83,219)**	(79,924)	(3,295)	(105,845)	22,626	(298,062)	6,119

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
3,062,540	3,157,603	(95,064)

6

Balance Sheet	6/30/2026	8/31/2026	9/30/2026	6/30/2027
Assets				
Cash, Operating	4,051,227	3,958,298	3,687,603	**3,062,540**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	544,119	55,651	37,631	**656,383**
Due From Others	1,534	0	0	**0**
Deposits/Prepaids	48,631	1,416	1,416	**52,479**
Net Fixed Assets	23,674,929	23,547,815	23,484,378	**22,972,282**
Lease Assets	30,623	29,274	28,595	**22,371**
Other Assets	0	0	0	**0**
Total Assets	28,351,063	27,592,454	27,239,625	**26,766,054**
Liabilities				
A/P & Payroll	103,447	126,251	154,626	**94,601**
Due to Others	429,321	332,121	332,121	**454,618**
Deferred Revenue	608,031	0	0	**83,138**
Lease Liabilities	30,623	29,274	28,595	**22,371**
Other Liabilities	23,542	23,542	23,542	**23,542**
Total Debt	6,455,551	6,455,551	6,448,395	**6,228,101**
Total Liabilities	7,650,514	6,966,739	6,987,280	**6,906,371**
Equity				
Beginning Fund Bal.	21,768,364	20,700,549	20,700,549	**20,700,549**
Net Income/(Loss)	(1,067,815)	(74,833)	(448,203)	**(840,865)**
Total Equity	20,700,549	20,625,715	20,252,346	**19,859,684**
Total Liabilities & Equity	28,351,063	27,592,454	27,239,625	**26,766,055**

Days Cash on Hand	235	211	198	**165**
Cash Reserve %	64.4%	57.9%	54.3%	**45.1%**

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MONSENOR OSCAR ROMERO CHARTER SCHOOL
Financial Analysis
September 2026

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -$841K in FY26-27 compared to -$835K in the board approved budget. Reasons for this negative $6K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2026, the school's cash balance was $3.69M. By June 30, 2027, the school's cash balance is projected to be $3.06M, which represents a 45% reserve.

As of September 30, 2026, the Accounts Receivable balance was $38K, down from $56K in the previous month, due to the receipt of revenue earned in FY25-26.

As of September 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled $155K, compared to $126K in the prior month.

As of September 30, 2026, MORCS had a debt balance of $6.45M compared to $6.46M in the prior month. An additional $220K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY26-27 is projected to be $6.71M, which is $75K or 1.1% over budgeted revenue of $6.63M.

Other State Revenue - is projected to be above budget by $120K due to moving additional Learning Recovery funds into FY26-27.

Expenses

Total expenses for FY26-27 are projected to be $7.55M, which is $80K or 1.1% over budgeted expenditures of $7.47M.

Health Insurance expenses are projected to be higher than budget by $90K

Contracted Substitute Costs are projected to be lower than budget by $24K due to reduction of PPDL projections.

Other Consultants and Services are projected to be higher than budget by $20K. This expense will be covered by CUBHI grant funds

ADA

Budgeted P2 ADA is 271.15 based on enrollment of 290 and a 93.5% attendance rate.

Forecast P2 ADA is 268.90 based on enrollment of 287 and a 93.9% attendance rate.

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

Actual ADA through Month 2 is 270.35 with ending enrollment of 286 and a 95.0% attendance rate.

In Month 2, ADA was 269.33 with a 94.1% attendance rate.

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

Bert Corona Charter High School - Financial Dashboard (September 2026)

1

Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

Year-End Cash

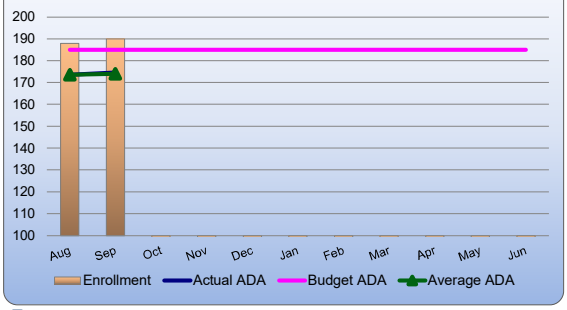
KEY POINTS

Enrollment is currently 10 students below budget, resulting in a $179K decrease in LCFF Revenue.

Forecast includes $288K of restricted one-time funds. An additional $44K remains available to spend through FY27/28.

2

ADA & Enrollment



3

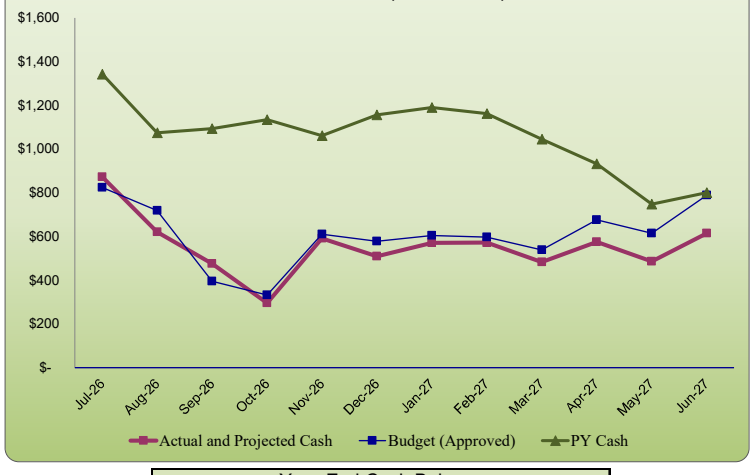
Attendance Analysis	Actual through Month 2	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Enrollment	190	**190**	200	(10)	190	0	198	229
Attendance %	93.3%	**92.7%**	92.5%	0.2%	92.7%	0.0%	91.5%	91.5%
Avg Daily Attendance (ADA)	174.05	**175.27**	185.00	(9.73)	175.27	0.00	176.83	205.53

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Income Statement	Actual through 09/30/26	Forecast as of 09/30/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	402,695	**3,244,195**	3,423,138	(178,943)	3,244,195	0	3,140,392	3,559,349
Federal Revenue	9,164	**287,875**	294,588	(6,713)	283,808	4,067	305,891	464,662
State Revenue	203,281	**707,197**	699,293	7,904	712,683	(5,486)	813,909	578,416
Other Local Revenue	41,256	**350,987**	365,036	(14,050)	350,998	(11)	295,311	311,886
Grants/Fundraising	5,258	**37,000**	37,000	0	37,000	0	27,920	45,615
TOTAL REVENUE	661,654	**4,627,254**	4,819,056	(191,802)	4,628,683	(1,429)	4,583,422	4,959,929
Total per ADA		**26,401**	26,049	352	26,409	(8)	25,920	24,132
w/o Grants/Fundraising		**26,190**	25,849	341	26,198	(8)	25,762	23,910
Certificated Salaries	261,925	**1,440,095**	1,523,537	83,443	1,457,262	17,167	1,569,761	1,581,952
Classified Salaries	180,940	**820,564**	771,979	(48,585)	835,082	14,519	799,162	841,570
Benefits	197,742	**772,948**	801,800	28,852	783,323	10,375	854,270	855,494
Student Supplies	32,369	**279,058**	272,990	(6,068)	273,899	(5,159)	230,789	329,672
Operating Expenses	419,709	**1,380,809**	1,391,099	10,290	1,347,307	(33,502)	1,485,540	1,322,322
Other	6,106	**24,183**	24,223	40	24,223	40	26,508	28,597
TOTAL EXPENSES	1,098,790	**4,717,657**	4,785,629	67,972	4,721,097	3,440	4,966,030	4,959,607
Total per ADA		**26,917**	25,868	(1,048)	26,936	(20)	28,084	24,131
NET INCOME / (LOSS)	(437,137)	**(90,403)**	33,427	(123,831)	(92,414)	2,011	(382,608)	322
OPERATING INCOME	(431,031)	**(66,220)**	57,651	(123,871)	(68,190)	1,970	(356,100)	28,919

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Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
615,352	788,758	(173,407)

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Balance Sheet	6/30/2026	8/31/2026	9/30/2026	6/30/2027
Assets				
Cash, Operating	800,182	620,500	475,594	**615,352**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	305,748	54,531	46,700	**343,626**
Due From Others	1,244	580	580	**580**
Deposits/Prepaids	47,665	1,041	1,041	**51,089**
Net Fixed Assets	51,360	47,263	45,254	**27,177**
Lease Assets	20,617	19,708	19,252	**15,061**
Other Assets	0	0	0	**0**
Total Assets	1,226,816	743,622	588,420	**1,052,885**
Liabilities				
A/P & Payroll	208,568	190,049	206,181	**188,516**
Due to Others	3,848	0	0	**139,587**
Deferred Revenue	193,660	0	0	**0**
Lease Liabilities	20,617	19,708	19,252	**15,061**
Other Liabilities	17,565	17,565	17,565	**17,565**
Total Debt	0	0	0	**0**
Total Liabilities	444,257	227,323	242,998	**360,729**
Equity				
Beginning Fund Bal.	1,165,167	782,559	782,559	**782,559**
Net Income/(Loss)	(382,608)	(266,259)	(437,137)	**(90,403)**
Total Equity	782,559	516,300	345,422	**692,156**
Total Liabilities & Equity	1,226,816	743,622	588,420	**1,052,885**

Days Cash on Hand	59	48	37	**48**
Cash Reserve %	16.2%	13.2%	10.1%	**13.1%**

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Bert Corona Charter High School
Financial Analysis
September 2026

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -$90K in FY26-27 compared to $33K in the board approved budget. Reasons for this negative $124K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2026, the school's cash balance was $476K. By June 30, 2027, the school's cash balance is projected to be $615K, which represents a 13% reserve.

As of September 30, 2026, the Accounts Receivable balance was $47K, down from $55K in the previous month, due to the receipt of revenue earned in FY25-26.

As of September 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled $206K, compared to $190K in the prior month.

As of September 30, 2026, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY26-27 is projected to be $4.63M, which is $192K or 4.0% under budgeted revenue of $4.82M.

LCFF Revenue – is projected to be below budget by $179K due to lower enrollment.

Expenses

Total expenses for FY26-27 are projected to be $4.72M, which is $68K or 1.4% under budgeted expenditures of $4.79M.

Other Consultants and Services are projected to be higher than budget by $20K. This expense will be covered by CUBHI grant funds

Intra-Agency Fees are projected to be lower than budget by $14K mainly due to the lower enrollment.

ADA

Budgeted P2 ADA is 185.00 based on enrollment of 200 and a 92.5% attendance rate.

Forecast P2 ADA is 175.27 based on enrollment of 190 and a 92.7% attendance rate.

Actual ADA through Month 2 is 174.05 with ending enrollment of 190 and a 93.3% attendance rate.

In Month 2, ADA was 174.61 with a 92.3% 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 09/01/26 to 09/30/26

Check #	Vendor Name	Date	Description	Amount
EFT09/01/26-BSCM	BLUE SHIELD OF CALIFORNIA	9/1/2026	09/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
313730	7 LAYER IT SOLUTIONS, INC.	9/10/2026	CISCO CATALYST ROUTER, CISCO DNA ESSENTIALS, ETC	17,193.22
313731	AT&T MOBILITY	9/10/2026	08/18/26-09/17/26 - HOTSPOTS	2,292.62
313732	CHRISTOPHER LINGAT	9/10/2026	JULY MILEAGE	38.76
313733	FRONTIER	9/10/2026	08/13/26-09/12/26 - FAX SERVICE	434.11
313734	GREEN WORKS SOLUTIONS	9/10/2026	REPAIR: MAIN OFFICE RAMP	74,960.00
313735	HERNANDEZ JANITORIAL SERVICES	9/10/2026	08/01/26-08/15/26 - MAINTENANCE SERVICE	2,359.50
313736	JAHAIRA OSORIO	9/10/2026	08/31/26 - SNACKS, DRINKS, & FOOD	145.54
313737	LA DEPT. OF WATER AND POWER	9/10/2026	06/30/26-08/28/26 - FIRE SERVICES CHARGES	12,379.28
313738	LOS ANGELES COUNTY OFFICE OF EDUCATION	9/10/2026	LA SCIENCE LEADERSHIP INSTITUTE	3,600.00
313739	PBIS REWARDS	9/10/2026	FY26-27 - PBIS REWARDS SERVICE BASE FEE, HALL PASS, FEE	2,151.38
313740	PUROSERVE	9/10/2026	09/26 - SOFT WATER, FILTER SERVICE, RO RENTAL	508.23
313741	REPUBLIC SERVICES #902	9/10/2026	09/26 - WASTE DISPOSAL SERVICE	1,817.88
313742	RYAN BRADFORD	9/10/2026	JULY MILEAGE	33.29
313743	SOUTHERN CALIFORNIA GAS COMPANY	9/10/2026	7/15/26-8/14/26 - GAS CHARGES	223.20
313744	TANYA HARRY	9/10/2026	REIM: TICKETS FOR LA COUNTY FAIR EVENT	130.00
313745	TIME WARNER CABLE	9/10/2026	09/26 - INTERNET ACCOUNT #93701	3,604.71
A034196	SCOOT EDUCATION INC.	9/10/2026	08/17/26-08/21/26 - SUBSTITUTES	16,060.00
E030699	MCCALLA COMPANY	9/10/2026	FUEL SURCHARGE, BLACK LINER, TOILET TISSUE, ETC	554.78
P098939	KELLY SPICERS STORES	9/10/2026	WHITE COPY PAPER, WINDOW & REGULAR ENVELOPS	1,589.13
P098940	UNIDOS US	9/10/2026	2026-2027 - MEMBERSHIP DUES	2,610.00
P098941	AMAZON CAPITAL SERVICES	9/10/2026	VOLLEYBALL, SOCCER BALL, WHISTLES, ETC	6,594.50
P098942	UNUM	9/10/2026	09/26 - DISABILITY PREMIUMS, PRIOR PERIOD ADJUSTMENTS	1,899.86
P098943	FRESH START HEALTHY MEALS, INC.	9/10/2026	07/22/26 - STUDENTS LUNCH	148.20
P098944	JEANNETTE M CRUZ REIBER	9/10/2026	08/26 - MONTHLY CREDENTIALING SERVICES	900.00
P098945	AFLAC WORLDWIDE HEADQUARTERS	9/10/2026	08/26 - HEALTH PREMIUM	2,234.62
313746	EXED	9/16/2026	08/26 - MANAGEMENT CONTRACT FEE & CALPADS	26,222.50
313747	FRESH START HEALTHY MEALS, INC.	9/16/2026	07/26 - STUDENTS LUNCH	20,959.95
313748	GREEN WORKS SOLUTIONS	9/16/2026	ELECTRICAL GROUNDING SYSTEM REPAIR	32,689.00
313749	HERNANDEZ JANITORIAL SERVICES	9/16/2026	08/16/26-08/31/26 - MAINTENANCE SERVICE	1,996.50
313750	JOSE RIZO PELAYO	9/16/2026	07/28/26 - PARKING FEE FOR THE GETTY & HISTORY MUSEUM	45.00
313751	LA DEPT. OF WATER AND POWER	9/16/2026	07/31/26-09/01/26 - ELECTRIC CHARGES	10,713.12
313752	MAJOR METROPOLITAN SECURITY	9/16/2026	10/26 - BURGLAR ALARM MONITORING SERVICE	405.00
313753	QUADIENT LEASING USA, INC.	9/16/2026	10/01/26-12/31/26 - POSTAGE MACHINE LEASING	253.27
313754	RICOH USA INC.	9/16/2026	09/20/26-10/19/26 - COPIER LEASE & PROPERTY TAX	3,399.77
313755	THE MILLER INSTITUTE FOR LEARNING WITH TECHNOLOGY	9/16/2026	FY26-27 - CATEGORY 1 E-RATE MANAGEMENT SERVICE	10,510.00
313756	THINK TOGETHER	9/16/2026	INSTALLMENT #2 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	77,323.48
A034363	7 LAYER IT SOLUTIONS, INC.	9/16/2026	09/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
E030836	PRO-ED, INC	9/16/2026	CAS2 - ONLINE REPORT & SCOR SYST	87.00
E030837	RINGCENTRAL, INC.	9/16/2026	MOBILE USER	14.10
E030838	BUR-CAL TERMITE & PEST CONTROL INC.	9/16/2026	08/26/26 - PEST CONTROL	385.00
P099343	IMPACT CANINE SOLUTIONS	9/16/2026	08/31/26 - CANINE SERVICES	240.00
P099344	THRIVEPASS, INC	9/16/2026	08/26 - CHECK FEE, FSA, HRA ADMINISTRATION	643.01
P099345	OETC	9/16/2026	08/27/26-08/26/27 - ADOBE LICENSE K-12	2,661.44
P099346	LUIS GIRON	9/16/2026	08/26 - LANDSCAPING SERVICE	1,000.00
P099347	PETER HUANG AND LORETTA HUANG	9/16/2026	08/11/26-09/10/26 - AC CHARGES, ELECTRIC, MANAGEMENT FEE	895.29
313757	PETER HUANG AND LORETTA HUANG	9/25/2026	10/26 - RENT	4,094.50
313758	SFVJLI	9/25/2026	10/26 - RENT	13,502.00
EFT09/28/26-0005M	CCU - RD - 0005	9/28/2026	STATEMENT ENDING - 08/28/26	252.42
EFT09/28/26-0112M	CCU - RB - 0112	9/28/2026	STATEMENT ENDING - 08/28/26	709.38
EFT09/28/26-0194M	CCU - YF - 0194	9/28/2026	STATEMENT ENDING - 08/28/26	964.88
EFT09/28/26-0509M	CCU -DR - 0509	9/28/2026	STATEMENT ENDING - 08/28/26	903.53
EFT09/28/26-0517M	CCU - KM - 0517	9/28/2026	STATEMENT ENDING - 08/28/26	1,610.75
313759	AMY PAZ	9/30/2026	AUGUST MILEAGE	13.91
313760	CHRISTOPHER LINGAT	9/30/2026	AUGUST MILEAGE	4.41
313761	CURRICULUM ASSOCIATES LLC	9/30/2026	STILE SCIENCE STILE X, PROFESSIONAL LEARNING STILE TEACHING,	12,598.74
313762	DANIEL RIOS	9/30/2026	BAGS OF SAND ,TILE, PAINT, RESTROOM SIGN	235.61
313763	DAVID MORENO	9/30/2026	FY26-27 - CYBHI ORP SERVICES	13,500.00

313764	DEPARTMENT OF JUSTICE	9/30/2026	07/26 - FINGERPRINT APPS & FBI	98.00
313765	FRESH START HEALTHY MEALS, INC.	9/30/2026	08/26 - STUDENTS BREAKFAST, LUNCH , SBACK, ETC	67,542.92
313766	FRONTIER	9/30/2026	09/13/26-10/12/26 - FAX SERVICE, ONE TIME CHARGES	450.12
313767	HERNANDEZ JANITORIAL SERVICES	9/30/2026	09/01/26-09/15/26 - MAINTENANCE SERVICE	1,633.50
313768	JAHAIRA OSORIO	9/30/2026	08/14/26-08/21/26 - MILEAGE	52.08
313769	JENNIFER I. OBANDO-SALGUERO	9/30/2026	AUGUST MILEAGE	147.90
313770	LA DEPT. OF WATER AND POWER	9/30/2026	08/18/26-09/16/26 - ELECTRIC, WATER, SEWER CHARGES	9,859.62
313771	LARSON COMMUNICATIONS	9/30/2026	09/26 - PUBLIC RELATIONS BILLING	10,000.00
313772	LOS ANGELES COUNTY METROPOLITAN TRANSPORTATION AUTHO	9/30/2026	GOPASS FARELESS PROGRAM FEE FOR YEAR 5	6,041.00
313773	PANORAMA EDUCATION INC	9/30/2026	FY26-27 - TEACHER, STUDENT STAFF SURVEY'S, ETC	18,502.50
313774	RYAN BRADFORD	9/30/2026	AUGUST MILEAGE	47.65
313775	YESENIA MARCHELL	9/30/2026	09/04/26 - MILEAGE - MORCS STAFF PD ROUND TRIP	667.28
	Total			511,719.02

Coversheet

Closing Out Certificate of Deposit with East West Bank

Section:	V. Items Scheduled For Action
Item:	C. Closing Out Certificate of Deposit with East West Bank
Purpose:	Vote
Submitted by:	
Related Material:	Board Brief Recommendation to close East West Bank CD.pdf

YPI CHARTER SCHOOLS

November 9, 2026

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: **Recommendation to Close East West Bank Account & Reallocate Capital**

BACKGROUND

The Executive Director (ED) and Chief Operations Officer (COO) jointly recommend closing the organization's account and maturing the Certificate of Deposit (CD) with East West Bank. This recommendation follows a standard fiduciary review of our banking relationships, which identified sub-market yield offers on CD rollovers and persistent service and communication deficiencies from East West Bank management.

Executive Management requests authorization to execute the account closure and transfer funds to a preferred financial institution offering competitive yields and responsive account management.

ANALYSIS

1. Subpar Interest Rates on CD Rollover

- Below-Market Yields: The interest rates offered by East West Bank for the upcoming CD rollover are substantially lower than current market standards and competing commercial banking options.
- Opportunity Cost: Leaving reserve funds in low-yield vehicles underperforms our treasury management objectives and reduces net interest revenue that could otherwise support core operations.

2. Service & Communication Deficiencies

- Unresponsive Management: Executive management, specifically the ED, has faced ongoing communication barriers when trying to engage East West Bank leadership on rate adjustments and account maintenance.
- Operational Friction: Timely communication from banking partners is essential for effective treasury management. The lack of responsiveness poses operational delays and undermines confidence in the partnership.

RECOMMENDATION

The Executive Management Team recommends that the Board of Directors approve the Closure of the East West Bank CD and transfer capital.