

# Youth Policy Institute Charter Schools (YPICS)

## YPICS Regular Board Meeting

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### **Date and Time**

Monday August 28, 2023 at 6:00 PM PDT

### **Location**

The Meeting will be held at:

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

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

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

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

Bert Corona Charter School  
9400 Remick Avenue Pacoima, CA 91331

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

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

YPI Charter Schools  
Learning and Support Center  
10660 White Oak Avenue, Suite B101

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Granada Hills, CA 91344

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	
<b>B.</b> Call the Meeting to Order		Mary Keipp	
<b>C.</b> Additions/Corrections to Agenda		Mary Keipp	1 m
<b>D.</b> Approval of June 26, 2023 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
<b>E.</b> Approval of July 17, 2023 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
<b>II. Communications</b>			<b>6:03 PM</b>
<b>A.</b> Presentations from the Public	FYI	Mary Keipp	
<b>END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449</b>			
<p>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 (<a href="#">California Legislation Information</a>). All requirements for attendance by the YPICS Board of Trustees are adhered to in accordance with the Ralph M. Brown Act.</p>			

Purpose Presenter Time

**Instructions for Presentations to the Board by Parents and Citizens**

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

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

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

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

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.

<b>III. Public Hearing</b>		<b>6:03 PM</b>
<b>A. Sufficiency of Instructional Materials - Education Code Section 60119</b>	Mary Keipp	10 m

	Purpose	Presenter	Time
<p>YPI Charter Schools will hold a public hearing on August 28, 2023 at 6:00 PM regarding Sufficiency of Instructional Materials pursuant to California Education Code (E.C.), Section 60119.</p>			

**IV. Items Scheduled for Information 6:13 PM**

- |                                                                                                 |     |                  |     |
|-------------------------------------------------------------------------------------------------|-----|------------------|-----|
| <p><b>A.</b> Board Committee Reports</p> <p>Board Committee reports will resume next month.</p> | FYI |                  | 1 m |
| <p><b>B.</b> Bert Corona Executive Administrator's Report</p>                                   | FYI | Kevin Myers      | 2 m |
| <p><b>C.</b> Monseñor Oscar Romero Charter School Interim Executive Administrator's Report</p>  | FYI | Freddy Zepeda    | 2 m |
| <p><b>D.</b> Bert Corona Charter High School/ COO's Report</p>                                  | FYI | Ruben Duenas     | 2 m |
| <p><b>E.</b> LCAP Update and Instructional CAO Report</p>                                       | FYI | Ena Lavan        | 5 m |
| <p><b>F.</b> YPICS Executive Director's Report</p>                                              | FYI | Yvette King-Berg | 2 m |

**V. Consent Agenda Items 6:27 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 removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

<b>B. Consent Items</b>	Vote	Mary Keipp	1 m
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1. Recommendation to approve final staff rosters and employee agreements for BCCS, BCCHS, MORCS and LSC for the 2023-2024 school year.
2. Recommendation to approve the 2023-24 Parental Involvement Policies for BCCS, BCCHS, MORCS and YPICS Parent/Student Handbook.
3. Recommendation to approve the 2023-24 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for BCCS, BCCHS, and MORCS.
4. Recommendation to acknowledge and receive CDE GAN \$3,562,500 for BCCS CA Community Schools Partnership Grant; Cohort 2 from 070123-063028.
5. Recommendation to approve the updated 23-24 YPICS Board Calendar.

	Purpose	Presenter	Time
<b>VI. Items Scheduled For Action</b>			<b>6:28 PM</b>
<b>A.</b> Recommendation to approve Board Resolution 2023-1 "Sufficiency of Instructional Materials"	Vote	Yvette King-Berg	2 m
This is a recommendation to approve Board Resolution 2023-1 "Sufficiency of Instructional Materials."			
<b>B.</b> Recommendation to approve the Expanded Learning Opportunities Program Update for the YPI Charter Schools	Vote	Karina Favela-Barreras	5 m
This is a recommendation to approve the Expanded Learning Opportunities Program Update for the YPI Charter Schools-Karina Favela, Senior Director of Community Schools Partnerships			
<b>C.</b> Recommendation to approve the search for and purchase of vans for BCCHS	Vote	Ruben Duenas	3 m
Recommendation to approve the search for and purchase of two (2) vans for Bert Corona Charter School.			
<b>VII. Announcements</b>			<b>6:38 PM</b>
<b>A.</b> Closing Announcements	FYI	Yvette King-Berg	2 m
The YPICS Board of Trustees Retreat will be Saturday, September 23, 2023, 9:00-3:00 at Descanso Gardens, LaCanada, CA.			
<b>VIII. Closing Items</b>			<b>6:40 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Mary Keipp	

# Coversheet

## Approval of June 26, 2023 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** D. Approval of June 26, 2023 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for YPICS Regular Board Meeting on June 26, 2023

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### **Date and Time**

Monday June 26, 2023 at 6:00 PM

#### **Location**

The Meeting will be held at:

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

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/3813681855>

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#### **Trustees Present**

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

**Trustees Absent**

*None*

**Trustees who arrived after the meeting opened**

S. Mendoza

**Guests Present**

CSD, Blanca Alves-Monaster (remote), F. Zepeda (remote), I. Castillo, K. Myers (remote), R. Bradford, R. Duenas (remote), Y. King-Berg, Y. Zubia (remote)

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**I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jun 26, 2023 at 6:16 PM.

**C. Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

**D. Approval of March 27, 2023 Regular Board Meeting Minutes**

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 03-27-23.

C. Lopez seconded the motion.

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

**E. Approval of April 24, 2023 Regular Board Meeting Minutes**

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 04-24-23.

W. Njboke seconded the motion.

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

**F. Approval of May 8, 2023 Regular Board Meeting Minutes**

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 05-08-23.

M. Green seconded the motion.

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

**G.**



### **Approval of June 5, 2023 Regular Board Meeting Minutes**

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 06-05-23.

D. Cho seconded the motion.

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

## **II. Communications**

### **A. Presentations from the Public**

There were no presentations from the Public.

## **III. Items Scheduled for Information**

### **A. Board Committee Reports**

Academic committee chair, Cesar Lopez reported the next meeting will be held in early August. The schools will have the time and space to look at the entire year and have a better picture of what the focus will be moving forward.

Finance committee chair, Michael Green reported the committee reviewed the 23-24 fiscal budgets and they would be presented for approval on this agenda.

Tech committee chair, Dean Cho reported they looked into a new phone system and have brought it forth on the agenda for approval.

### **B. School Committee/ Council Reports**

Minutes of all meetings held by any committee and/or council were sent to the Board Members prior to this meeting.

### **C. Bert Corona Executive Administrator's Report**

**iReady, CAASPP, and ELPAC** We just completed our CAASPP testing for the school year and have already finished our ELPAC testing. Twenty students have completed and passed the ELPAC, met the standardized testing requirements, and have the grades they need to reclassify this school year. This equates to 18%, an increase from last school year, and is higher than the state reclassification rates. The most recent state reclassification rates provided to us during our LAUSD oversight visit were 13.8% in 2019-2020 and 6.9% in 2020-2021.

For CAASPP testing, we focused on student participation and focused on providing an incentive for the test. Students received up to 3 points daily for being on time for testing, focusing the entire time (trying their best), and maintaining a safe and respectful learning

environment. If students earned at least 10/12 points by the end of the week, they earned Smash Burgers and Free games during our Pop Day event on June 5th. The kids are excited and keep asking about getting their bracelets and tickets for their rewards on Pop Day! We plan to celebrate returning students who grow and hit grade level after we receive their scores in the fall/late summer.

**This year on iReady in reading**, we hit our targets schoolwide. We hit 128% of our expected growth, and 58% of our students hit their expected growth (iReady reports that more than 50% of students hitting their growth indicates success as a school).

-See data chart in BCCS EA Report

**Math:** We did not perform quite well: we achieved 92% of our typical growth, and only 48% of our students hit their growth targets.

In conducting a deeper analysis, our 7th-grade scores are the ones that brought down our averages schoolwide. We have two 7th-grade teachers we have asked not to return next year, and we have two returning teachers with whom we will work to implement all of our key features and foundational strategies (group learning, projects, and cyclical instruction) to ensure these teachers achieve higher results next year. Other than these teachers, all others hit their growth targets in math and ELA.

-See data charts in BCCS EA Report

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

As our school year ends, we can now see the outcome of the hard work that our students and teachers have put in throughout the school year. In this board report, you'll find the following updates:

- iReady Diagnostic Growth Report - Subgroup Breakdown

**Economically Disadvantaged** 24% of our Economically Disadvantaged Students scored at grade level in Reading, while 17% scored at grade level in Math. 55% of students in this subcategory met their typical growth goal in Reading and Math, with the median typical growth in Reading being 125% and 117% in Math. Overall, this subgroup exceeded our goal of 51% meeting their typical growth goal. See the reports below for further information regarding the performance of our Economically Disadvantaged Students.

**English Learners** 11% of our English Learner Students scored at grade level in Reading, while 5% scored at grade level in Math. 60% of students in this subcategory met their typical growth goal in Reading, while 49% met it in Math, with the median typical growth in Reading being 141% and 97% in Math. Overall, this subgroup exceeded our goal of 51% meeting their typical growth goal in Reading and fell just 2% shy in Math. See the

reports below for further information regarding the performance of our English Learner Students.

**Latino Students** 24% of our Latino Students scored at grade level in Reading, while 16% scored at grade level in Math. 55% of students in this subcategory met their typical growth goal in Reading, while 53% met it in Math, with the median typical growth in Reading being 129% and 108% in Math. This subgroup exceeded our goal of 51% meeting their typical growth goal in Reading and Math. See the reports below for further information regarding the performance of our Latino Students.

**Special Education** 21% of our Special Education Students scored at grade level in Reading, while 15% scored at grade level in Math. 38% of students in this subcategory met their typical growth goal in Reading, while 61% met it in Math, with the median typical growth in Reading being 53% and 150% in Math. Overall, this subgroup exceeded our goal of 51% meeting their typical growth goal in Math but did not meet it in Reading. See the reports below for further information regarding the performance of our Special Education Students.

### **Reading Schoolwide and Grade-Level Typical Growth**

Our school saw 56% of our students meet their annual typical growth goal. This indicator is promising as it indicates that 56% of our students made positive progress toward grade-level mastery. With a continued focus on academic support and instruction tailored to meet the needs of our students, we are confident that these students will continue to make necessary gains to get them closer to grade level performance in Reading next school year. See the table below for a detailed breakdown of the progress toward annual typical growth goals determined by the iReady Reading diagnostic. Additionally, you'll find a table that breaks down the performance data by grade level. Our 6th and 8th-grade students were able to meet their target goal of 51% meeting or exceeding their annual typical growth goal, but our 7th-graders fell short of meeting their goal, with only 42% meeting their annual typical growth goal. This indicates that we will need to refocus our approach and target our 7th-grade students strategically to ensure they receive the necessary instruction to help increase their gains next school year.

### **Math Schoolwide and Grade-Level Typical Growth**

54% of our students could meet their annual typical growth goal. This indicates that more than half of our students made positive gains and are en route to grade-level mastery if they demonstrate similar growth in the coming year or two. In looking at the grade level achievements, our 8th-grade group saw the highest increase, with 64% of our 8th-grade students meeting their annual typical growth goal. 7th grade was 1% shy of their target, with 50% of 7th-grade students meeting their annual typical growth goal. 6th grade was just 2% shy of meeting their target, with 49% of our 6th graders meeting their typical growth goal. This data gives us hope that we will be able to continue to work with our 6th and 7th graders to achieve even higher numbers in the coming year or two, as we will be able to target students and place them in support classes strategically to ensure that

they're receiving the necessary supports to meet their growth goals. For your reference, the attached tables provide specific details for our school and the individual grade levels.

All Charts can be viewed directly in the MORCS Interim Executive Director Board Report.

## **E. Bert Corona Charter High School/ COO's Report**

### **NWEA Final Spring Assessment**

Based on benchmark assessments, our students continue to perform better in English Language Arts than in Math. However, our students continue to meet or exceed growth goals in both Math (56%) and English Language Arts (53%)

### **Summer Program**

Students are being offered the opportunity to participate in a summer program for the first time. Although we still have not received confirmation from the CDE about a \$30,000 summer program grant, the staff is moving forward with supporting students. Students focus on 1) credit recovery with support from math and resource teachers, 2) College preparation for rising seniors with support from our college advising staff, and 3) Enrichment, including media arts and art instruction. Think Together and school staff are providing support for students.

### **Outreach and Recruitment**

#### **Enrollment**

Enrollment for the 23-24 school year is currently expected to be higher by eight students than the 22-23 school year.

### **Culture and Climate**

#### **Graduation**

Our graduation ceremony was beautiful. We had a whole house of parents and loved ones in attendance. Bert Corona's wife, Angelina Corona, and youngest son, Ernesto Corona, were present. Ernesto spoke to the graduates and audience about his father's legacy and encouraged them to continue pursuing their education. Staff also awarded a first-time Spirit of Bert Corona Award and Scholarship to a student who represents the BCCHS outcomes of being a college Ready, an active citizen, and life long learner.

#### **Sports**

##### **California Interscholastic Federation**

On Monday, June 5, 2023, Bert Corona Charter High School was accepted to CIF as a full member. BCCHS will be participating in the North Valley League Division 5. The league is made up of mostly charter schools.

## **F. YPICS Executive Director's Report**

**State:**

Recession or No Recession; Flip a Coin

From School Services of California

Posted June 9, 2023

For its third Anderson Forecast (Forecast) in a row, the UCLA Anderson School of Management has the outlook of the U.S. economy on the flip of a coin—with both a mild recession and a slowly growing economy having nearly equal likelihood of occurring in the third quarter of this year.

One of the biggest determining factors is likely consumer confidence and spending. UCLA's economists noted that Americans still have somewhere between \$800 billion and \$1.2 trillion in excess savings from the pandemic. Under UCLA's recession scenario, the deficit in gross domestic product (GDP) would be \$384 billion less than a steady growth scenario—meaning Americans' consumption of goods and services could make the difference between a mild recession and a continued growing economy. Americans' spending patterns would also affect business investment, and whether companies believe they need to continue to grow to keep up with demand or hit the brakes. Another major sector of GDP, government spending, is likely to remain flat and therefore not be a significant factor in the recession equation.

If a recession does take place, it would likely be experienced by Americans the same way the first half of 2022 felt, with negative GDP annual growth rates but declining inflation and unemployment rates. In the U.S. recession scenario, GDP would be negative for three quarters, returning to positive growth in mid-2024; unemployment would peak at 4.5% in the second quarter of 2024; and inflation would stay higher initially, but ease down more quickly in 2024 and 2025.

Turning to California, UCLA's economists once again focused on the solid footing that the state finds itself in if a recession is on the horizon. Forecast Director Jerry Nickelsburg noted that the current-day State Budget negotiations taking place between the Legislature and Newsom Administration revolve around whether it is sufficiently a "rainy day" situation to warrant tapping into the state's reserves or whether those funds should be retained for more severe economic conditions.

California has regained and surpassed its pre-pandemic number of nonfarm payroll jobs by 2.1% in April 2023, but Nickelsburg stated that job recovery has been uneven by sector and by region of the state, with job growth higher than the nation in every region except the Inland Empire and the State of Jefferson area. Regarding technology layoffs, he notes that those jobs leaving large tech firms are being quickly absorbed by small tech firms and start-ups, fueled by venture capital and high-tech production growth.

Regarding housing, the median price has dropped 8.4% from its peak in California, although this drop only brings the rate back to mid-2021 levels. Nickelsburg stated that

Californians moving out of the state during the pandemic did a great job of exporting housing unaffordability with them, driving prices up elsewhere and removing the price advantage that Californians migrating out of state experienced previously.

In summation, if the nation goes into a recession, California will experience basically flat job growth in 2024, and a slightly higher unemployment rate in 2023 and the following two years than in the absence of a recession. UCLA's economists expect the outlook to be clearer by its next Forecast in early October 2023, and hope to drop the dueling scenario projections. Until then, we'll wait to see if Americans spend their savings like the fate of the national economy depends on it.

#### **INSTRUCTION-Data Analysis**

Provided Middle School Year End Data Analysis (see full ED report for charts & LCAP update discussion).

#### **INSTRUCTION – Expanded Learning**

The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. "Expanded learning" means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year. The ELOP Budget update will be provided as part of the YPICS Fiscal update. Next year, schools will receive an audit finding if the ELO-P is not implemented and if funds are not spent. The proposed legislation contains dozens of other changes. Most are technical in nature, but some more substantive ones of interest to charter schools include the following:

- Clarifies penalties for not offering Expanded Learning under the state's new Expanded Learning Opportunities Program (ELOP).
- It would clarify the interaction of penalties for (1) failing to serve eligible students and (2) penalties for failing to operate the program for all the required hours or days.

### **G. YPICS Board of Director's Meeting**

## **IV. Consent Agenda Items**

### **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 removed from the

agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

## **B. Consent Items**

M. Green made a motion to approve the consent agenda items.

W. Njboke seconded the motion.

1. Recommendation to approve 23-24 Homeless Education Policies for BCCS, BCCHS, and MORCS.
2. Recommendation to renew accounting services with ExED.
3. Recommendation to continue membership in CharterSAFE for Workers' Compensation, Employer's Liability Coverage, and Property & Liability Insurance.
4. Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2023-2034 for Learningtech.org.
5. Recommendation to approve continued membership in California Charter School Association.
6. Recommendation to approve revised YPICS Employee Handbook.
7. Recommendation to approve Board of Directors for 2023-2024.
8. Recommendation to approve continued membership in Charter Schools Development Center.
9. Recommendation to approve continuing use of existing Fiscal Policies and Procedures.
10. Recommendation to approve YPICS EI Master Plan for Monseñor Oscar Romero Charter School.
11. Recommendation to approve the 23-24 agreements.

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

## **V. Items Scheduled For Action**

### **A. Recommendation to approve the Employer Retention Tax Credit Retainer Agreement**

C. Lopez made a motion to approve the Employer Retention Tax Credit Retainer agreement at a 8% contingency fee with CFOMW Tax, LLC.

M. Green seconded the motion.

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

### **B. Recommendation to approve Expenditures Above the Executive Director's Spending Authority**

C. Lopez made a motion to approve the Greenworks agreement for storage bin removal services totaling \$56,520 for Bert Corona Charter School.

M. Green seconded the motion.

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

**C. Recommendation to approve the 2023-2024 Local Control and Accountability Plans for BCCS, MORCS, and BCCHS**

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

C. Lopez seconded the motion.

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

**D. Recommendation to approve the Local Indicators for California School Dashboard for BCCS, MORCS, and BCCHS**

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

W. Njboke seconded the motion.

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

**E. Recommendation to Ratify the Preliminary 2023-2024 Budgets**

S. Mendoza arrived.

M. Green made a motion to ratify the Preliminary 2023-2024 budgets for Bert Corona Charter School, Monseñor Oscar Romero Charter School and Bert Corona Charter High School.

W. Njboke seconded the motion.

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

**Roll Call**

S. Mendoza Aye

M. Green Aye

W. Njboke Aye

C. Lopez Aye

D. Cho Aye

M. Keipp Aye

**F. Recommendation to approve the YPICS Budgets for 2023-2024**

C. Lopez made a motion to approve the FY23-24 YPICS budgets for Bert Corona Charter School, Monseñor Oscar Romero Charter School, Bert Corona Charter High School.

W. Njboke seconded the motion.

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

**Roll Call**

D. Cho Aye

M. Green Aye

S. Mendoza Aye

C. Lopez Aye



**Roll Call**

W. Njboke Aye  
M. Keipp Aye

**G. Recommendation to approve the Education Protection Act Spending Resolutions for 2023-2024**

C. Lopez made a motion to approve the Education Protection Act Spending Resolutions for 2023-2024.

M. Green seconded the motion.

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

**Roll Call**

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

**H. Recommendation to approve services with Ring Central**

D. Cho made a motion to approve a 5-year agreement for VOIP services with Ring Central.

S. Mendoza seconded the motion.

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

**Roll Call**

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

**I. Recommendation to Approve Hourly Staff Pay Schedule and Administrative Team Salary Table**

M. Green made a motion to approve the hourly staff pay schedule and the administrative team table.

W. Njboke seconded the motion.

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

**Roll Call**

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

**Roll Call**

C. Lopez Aye

**J. Recommendation to Approve Board Resolution to Renew MORCS**

M. Green made a motion to approve the Board Resolution Number 2023-0626-01 recommendation to renew Monseñor Oscar Romero Charter School.

W. Njboke seconded the motion.

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

**K. Recommendation to Return 6M to PWB, Place 3M into Sweep Account and 3M into a 13-month CD**

C. Lopez made a motion to return 6 million in California Credit Union to Pacific Western Bank, place 3 million of the 6 million into a sweep account and 3 million into a 13-month Pacific Western Bank certificate of deposit earning 5.5% interest.

M. Green seconded the motion.

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

**Roll Call**

W. Njboke Aye

C. Lopez Aye

D. Cho Aye

M. Green Aye

M. Keipp Aye

S. Mendoza Aye

**L. Recommendation to approve the 23-24 Declaration of Need for Bert Corona Charter School**

C. Lopez made a motion to approve the 23-24 Declaration of Need for Bert Corona Charter School.

W. Njboke seconded the motion.

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

**Roll Call**

M. Keipp Aye

W. Njboke Aye

M. Green Aye

D. Cho Aye

S. Mendoza Aye

C. Lopez Aye

**M. Recommendation to approve the 23-24 Declaration of Need for Monseñor Oscar Romero Charter School**

C. Lopez made a motion to approve the 23-24 Declaration of Need for Monseñor Oscar Romero Charter School.

W. Njboke seconded the motion.

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

**Roll Call**

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

**N. Recommendation to approve the 23-24 Declaration of Need for Bert Corona Charter High School**

M. Green made a motion to approve the 23-24 Declaration of Need for Bert Corona Charter High School.

W. Njboke seconded the motion.

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

**Roll Call**

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

**O. Recommendation to Approve Local Assignment Option EC 44256 (b) for Christina Luc**

M. Green made a motion to approve a Local Assignment Option for Christina Luc, SEID 7698313090, a clear multiple subject holder to teach math at Bert Corona Charter School for the 2023-2024 school year per the California EC 44256 (b).

W. Njboke seconded the motion.

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

**Roll Call**

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

**VI. Announcements**

**A. Closing Announcements**

The next board meeting will be held Monday, July 17, 2023 at the Learning and Support Center.

## VII. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:56 PM.

Respectfully Submitted,

Y. Zubia

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### Documents used during the meeting

- 22-23 BCCS EA Board Report (June #2).docx.pdf
- MORCS EA Board Report 06\_26\_2023 (1).pdf
- ED Report June 2023 .pdf
- 1a. Board Brief Recommendation to approve 2023-2024 Homeless Education Policies for BCCS, BCCHS, and MORCS .pdf
- 1b. bccs Homeless Education Policy June 26 2023 Final.pdf
- 1c. MORCS Homeless Education Policy 06 26 2023.pdf
- 1d. BCCHS Homeless Education Policy June 2023.pdf
- 2a. Recommendation to Renew Accounting Services with ExED Supplement Terms for CAL PADS Support Services for the 2023-2024 fiscal year accounting services with ExED, Inc..pdf
- 2b. Letter from Anita Landecker Regarding ExED's 2023-24 Fee Increase (1).pdf
- 2c. YPI CS - ExED Notice of Terms Supplement 2023-24 (1).pdf
- 3a. Recommendation to approve Continued Membership in CharterSafe for All Mandated liability Coverages June 2023 (2).pdf
- 3b. MemberContrib.YPI Charter Schools Inc..10097 (1).pdf
- 4a. Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2023-2024 from Learningtech.org.pdf
- 4b. ypi\_2023\_2024\_ff\_renewal\_20230528.pdf
- 4c. scope\_of\_work\_erate\_20230528.pdf
- 5a. Recommendation to approve continued membership in California Charter Schools Association .pdf
- 5b. CCSA CMO Invoice - Youth Policy Institute Charter Schools (6).pdf
- 6a. Recommendation to approve revised YPICS Employee Handbook .pdf

- 6b. YPICS Employee Handbook 23-24 (redline) (4870-8290-0073.v4) copy.pdf
- 7a. Recommendation to approve Board of Trustees for 2023-2024 .pdf
- 8a. Recommendation to approve continued membership in the Charter Schools Development Center).pdf
- 8b. Invoice 23427 (1).pdf
- 9. YPICS Fiscal Policies and Procedures (approved 10-31-2022) copy.pdf
- 10a. YKB Update MORCS ENGLISH LEARNER PLAN YKB 2022-20123 (2).pdf
- 11a. Draft Fixed Term Employment Agreement (Exempt) (4888-4154-8649.v2).pdf
- 11b. Draft Fixed Term Employment Agreement (Nonexempt) (4866-5094-2057.v2).pdf
- 1. Recommendation to approve the Employer Retention Tax Credit retainer agreement at 8% contingency fee with CFOMW Tax, LLC..pdf
- 2. Recommendation to approve items that exceed the Spending Levels of ED (2).pdf
- 3a. Recommendation to approve 2023-2024 Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School .pdf
- 3b.  
2023\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_School\_20230623.pdf
- 3c.  
2023\_Local\_Control\_and\_Accountability\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20230623.pdf
- 3d.  
2023\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_High\_School\_20230623.pdf
- 4c. 22-23 BCCHS 2023\_LCAP\_Local\_Performance\_Indicator\_Self-Reflection\_Bert\_Corona\_Charter\_High\_School\_20230623.pdf
- 4b. 22-23 BCCS 2023\_LCAP\_Local\_Performance\_Indicator\_Self-Reflection\_Bert\_Corona\_Charter\_School\_20230623.pdf
- 4d. 22-23 MORCS 2023\_LCAP\_Local\_Performance\_Indicator\_Self-Reflection\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20230623 (1).pdf
- 4a. Recommendation to approve the Local Indicators for the California School Dashboard BCCS BCCHS AND MORCS.pdf
- 19-64733-0106872 BCCS Budget.pdf
- 19-64733-0132126 BCHS Budget.pdf
- 19-64733-0114959 MORCS Budget.pdf
- FY23-24 Budget YPICS.pdf
- FY23-24 Budget Detail BCCS.pdf
- FY23-24 Budget Detail MORCS.pdf
- FY23-24 Budget Detail BCCHS.pdf
- 6. Recommendation to approve 2023-2024 budgets for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School..pdf

- MORCS EPA FY23-24 Spending Plan.pdf
- BCCS EPA FY23-24 Spending Plan.pdf
- BCCHS EPA FY23-24 Spending Plan.pdf
- 8a. 22-23 Recommendation to approve VOIP phone contract.pdf
- 8b. YPI Charter Schools\_RingCentral Quote - Sheet1 (1).pdf
- 9a. Hourly Staff Pay Schedule.pdf
- 9b. Administrative Team Salary Table.pdf
- 10. Board Resolution Number 2023-0626-01 Monsenor Charter Renewal Submission.doc.pdf
- 11a. Recommendation to approve Returning to PWB.pdf
- 11b. latesLAS (1).pdf
- 11c. PacWest 10-Q 1st Quarter 2023 -5-10-23 (1).pdf
- 11d. ICS - Description (1).pdf
- 23-24 BCCS Declaration of Need (cl500).pdf
- 23-24 MORCS Declaration of Need (cl500) .pdf
- 23-24 BCCHS Declaration of Need (cl500).pdf
- 18. LAO Christina LUC 2023-2024 docx.... (1).pdf

# Coversheet

## Approval of July 17, 2023 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of July 17, 2023 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for YPICS Regular Board Meeting on July 17, 2023

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### **Date and Time**

Monday July 17, 2023 at 6:00 PM

#### **Location**

The Meeting will be held at:

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

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/3813681855>

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

Bert Corona Charter School  
9400 Remick Avenue Pacoima, CA 91331

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

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

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

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#### **Trustees Present**

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

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### **Trustees Absent**

M. Green, S. Mendoza

### **Guests Present**

K. Myers (remote), Nestor Garcia (remote), Y. King-Berg, Y. Zubia (remote)

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## **I. Opening Items**

### **A. Record Attendance and Guests**

### **B. Call the Meeting to Order**

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jul 17, 2023 at 6:03 PM.

### **C. Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

## **II. Public Hearing**

### **A. Independent Study - California Education Code (EC) Section 51747**

#### **Public Hearing**

**Independent Study - California Education Code (EC) Section 51747: The Board will encourage participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at the YPI Charter schools beginning in the 2023-2024 school year.**

## **III. Communications**

### **A. Presentations from the Public**

There were no presentations from the Public.

## **IV. Items Scheduled for Information**

### **A. YPICS Executive Director's Report**

#### **Renewal Extension**

Due to the COVID-19 pandemic and suspension of the California School Dashboard (Dashboard) in 2020, Assembly Bill (AB) 130 (Committee on Budget, Statutes of 2021) provided all charter schools whose petitions would have expired on or between January 1, 2022, and June 30, 2025, an automatic two-year extension of their charter petition

term. SB 114 extends the term by another year for those charter schools whose term expires on or between January 1, 2024, and June 30, 2027.

**Abuse of Discretion AB 1505** (O'Donnell, Statutes of 2019) took effect on January 1, 2020. In combination with AB 1507 (Smith, Statutes of 2019), these bills provided the first comprehensive changes to charter school law since the inception of the Charter School Act of 1992. Among the changes was a new process for charter petition appeals.

Prior to AB 1505, the typical charter school would apply to a school district and, if denied, submit an appeal to the county board of education. If denied by the county board, it would then submit an appeal to the State Board of Education (SBE). In each case, the county board and SBE were effectively conducting their own independent review of the charter petition. With the implementation of AB 1505, this process changed drastically. While charter schools still submit the appeal to the applicable county board, if the county board denies the appeal and it is submitted to the SBE on appeal, the SBE can only reverse the denial of the charter petition if it determines that the school district and/or county board of education abused their discretion when denying the petition.

SB 114 makes a change to this language. Upon enactment, SB 114 states that the SBE can only reverse the denial of a charter petition if it determines that both the county board and school district abused their discretion. In other words, the denial stands if one or the other is not found to have abused their discretion. Further, SB 114 clarifies that abuse of discretion is the most deferential standard of review and, therefore, the SBE must give deference to the decisions of the two governing boards to deny the petition.

**Local Control and Accountability Plan** Along with a similar change for school districts and county offices of education, beginning with the Local Control and Accountability Plan (LCAP) adopted for the 2023-24 school year, charter schools will be required to present a midyear report on the LCAP Annual Update and Local Control Funding Formula Budget Overview for Parents on or before February 28 of each year. The report must be made at a regularly scheduled meeting of the governing board and will include an update on: 1) all available midyear outcome data related to the metrics identified in the current year's LCAP; and 2) all available midyear expenditure data on all actions identified in the current year's LCAP.

#### **Nonclassroom-Based Charter School Moratorium**

**AB 1505** also placed a two-year moratorium on the approval of petitions for the establishment of new nonclassroom-based charter schools—from January 1, 2020, to January 1, 2022. AB 130 extended this moratorium for an additional three years to January 1, 2025. Now, SB 114 is extending the moratorium for another year to January 1, 2026.

In addition, by October 1, 2023, the Legislative Analyst's Office (LAO) and the Fiscal Crisis and Management Assistance Team (FCMAT) must study the processes used to

determine funding for nonclassroom-based charter schools. The study is meant to identify and make recommendations on potential improvements to the process, including enhancing oversight and reducing fraud, waste, and abuse. Further, by March 1, 2024, the LAO and FCMAT must report their observations and recommendations to the Legislature, the Department of Finance, the California Department of Education, and the executive director of the SBE.

### **Charter School Definitions**

As a result of AB 1507, which required that charter schools—and any resource centers, satellite facilities, and/or meeting spaces—be located within the boundaries of their chartering authorities, new language was needed to address numerous newly configured charter schools (see “The 2020- 21 State Budget and Charter Schools—Part 2” in the July 2020 Fiscal Report). Definitions were created as part of SB 98 (Committee on Budget and Fiscal Review, Statutes of 2020) to address the newly configured charter schools and the impacts to school funding. One of these definitions was an “acquiring charter school,” which is a state charter school that is deemed a continuing charter school because it was wholly combined with one or more other affected state charter school(s). This language was originally operational through June 30, 2023, from which point any charter school meeting the definition would no longer be regarded as a continuing charter school. AB 181 (Committee on Budget, Statutes of 2022) extended the operational date through June 30, 2025. SB 114 extends the operational date by another year to June 30, 2026, and applies the extension to the various sections of the Education Code to which the definition applies.

### **B. YPICS Board of Directors Meeting Calendar**

The Board of Directors reviewed the 23-24 school year Calendar.

### **C. Final Approved and Submitted LCAPs with Board Edits**

The Board was presented with the Updated LCAPs approved on June 26, 2023, and uploaded to the LACOE Platform by 6/30/23.

## **V. Consent Agenda Items**

### **A. Background**

1. Recommendation to approve update to the YPICS Employee Handbook.

[YPICS Employee Handbook 23-24 update 7\\_17\\_23.pdf](#)

### **B. Consent Items**

C. Lopez made a motion to approve the consent calendar.

D. Cho seconded the motion.

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

## VI. Items Scheduled For Action

### A. Recommendation to approve 23-24 Independent Study Policy

C. Lopez made a motion to approve the 2023-2024 Independent Study policy.

W. Njboke seconded the motion.

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

### B. Recommendation to Review and Certify Receipt of the LAUSD Oversight Reports

D. Cho made a motion to certify and receive the LAUSD oversight reports for 2023-2024.

W. Njboke seconded the motion.

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

## VII. Closed Session

### A. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - evaluation of the Executive Director.

The Board moved into Closed Session at 6:21 PM.

## VIII. Open Session

### A. Action Taken in Closed Session

The Board reconvened the Open Session at 7:02 PM.

After reviewing the "Executive Director, Salary Study for 2022-2023, conducted by EXED and the Board ED Evaluation results, the Board of Directors gave the Executive Director (ED), King-Berg, an excellent review and voted to increase the Executive Director's base salary by 10% to \$240,350 and is retaining the \$500.00 per month car/mileage allowance and expense (health & Ins. benefits as defined for all employees from the year- to- year will also remain in the Employee Agreement) for the 2023-2024 school year, effective August 1, 2023.

Board Chair, Mary Keipp - Aye

Board Vice Chair, Cesar Lopez - Aye

Board Member, Walter Njboke - Aye

Board Member, Dean Cho - Aye

## IX. Announcements

### A. Closing Announcements

The next Board meeting will be held on August 28, 2023, and the Board Retreat will be on Saturday, September 23, 2023 from 9:00 AM - 3:00 PM.

## **X. 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 7:11 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Sufficiency of Instructional Materials - Education Code Section 60119

**Section:** III. Public Hearing  
**Item:** A. Sufficiency of Instructional Materials - Education Code Section 60119  
**Purpose:**  
**Submitted by:**  
**Related Material:** Notice of Public Hearing Sufficiency of Materials August 28 2023\_final.pdf



## Notice of Public Hearing

“Sufficiency of Instructional Materials-*Education Code* Section 60119”

The YPI Charter Schools will conduct a Public Hearing on Monday, August 28, 2023 at 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 three (3) YPICS school locations or via Zoom. The Public may only speak if present at one of the four (4) YPICS locations.

Bert Corona Charter School - 9400 Remick Ave., Pacoima, CA 91331  
Bert Corona Charter High School – 12513 Gain Street, Pacoima, CA 91334  
Monseñor Oscar Romero Charter Schools - 2670 W. 11th Street, Los Angeles, CA 90006

Join Live Stream of Public Hearing

<https://us06web.zoom.us/j/81854074508>

The purpose of the hearing is to present information in support of the approval of Board Resolution 2023-1, which attests the sufficiency of textbooks and instructional materials at YPI Charter Schools required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

### **Instructions for Presentations to the Board by Parents and Citizens**

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

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

The Public Hearing will be conducted in English. Persons interest in attending the hearing who have special communication or accommodation needs, or need an interpreter, are encouraged to contact either Ms. Yolanda Fuentes, Assistant Executive Administrator (818) 631-7445, Mr. Daniel Rios, Director of Instruction (818) 834-8505, or Ms. Cynthia Jimenez (213) 413-9600. Every reasonable effort will be made to accommodate these needs. If you have general questions or concerns regarding the Public Hearing, you may contact Ms. Yvette King-Berg, Executive Director of the YPI Charter Schools, at (818) 726-8883.



# Coversheet

## Bert Corona Executive Administrator's Report

**Section:** IV. Items Scheduled for Information  
**Item:** B. Bert Corona Executive Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 23-24 BCCS EA Board Report (August).docx.pdf



## ***BCCS Executive Administrator Report***

**August 24, 2023**

### **Enrollment & Attendance:**

Enrollment is looking strong from the 23-24 school year. We are definitely on an upward trend; our 6th grade cohort is completely full and we have a small waiting list of a little over 10 students. Our other grade levels are also almost full, and we hope to maintain an enrollment count between 350 and 360 over the course of this school year.

### **Enrollment specifics are below:**

<b>5th grade</b>	<b>8</b>
<b>6th grade</b>	<b>120</b>
<b>7th grade</b>	<b>112</b>
<b>8th grade</b>	<b>109</b>
<b>Total</b>	<b>349</b>

We have 7 7th graders and 8 8th graders currently working on enrollment, so our hope is that we reach 360-365 in the coming weeks, and then we will work to maintain that enrollment over the course of the year.

One of our goals for the year is to focus on increasing attendance. Our goal is at least 95% attendance as an average for the school year. Below is our attendance for the first two weeks of school:

### **BCCS Attendance Goal: 95% average every week**

<b>Grade</b>	<b>Week 1 Attendance Percentage</b>	<b>Week 2 Attendance Percentage</b>
5	91%	94%
6	97%	98%
7	96%	97%
8	96%	96%
Schoolwide	96%	97%

**School Goals for the 23-24 School Year:**

This year, we are focused on three primary goals that will have the greatest impact on our overall school outcomes:

Goal #1:	Goal #2:	Goal #3:
Increase Performance Scores for English Learners and Students with Special Needs	Increase attendance from an overall 92% to 95% on daily attendance	Strengthen our implementation of Tier I PBIS practices (positive school culture)

Over the summer, we went through a series of protocols to review our data, outcomes, successes and shortcomings last year and we created a plan that will help us meet three data-driven goals. Our plan is below:

**Universal Approach:**  
**We will discuss all students performance, data, and our interventions through the Multi-Tiered Lens**

	<b>Academic Focus:</b>  <b>Subgroup Performance:</b> <b>SED, EL, SPED</b>	<b>Behavior/Culture Focus:</b>  <b>PBIS Implementation (Tier 1)</b>	<b>Attendance Focus:</b>  <b>Absenteeism</b>
<b>SMART Goals (Long Term Goals)</b>	<p>By April (after the final iReady Reading Diagnostic), 55% of students, including subgroups, will demonstrate improved level placement.</p> <p>By April (after the final iReady Math Diagnostic), 60% of students, including subgroups, will demonstrate improved level placement.</p> <p>By May 2024, 25% of English Learners meet the requirements to reclassify.</p>	<p>By the end of the school year, our school will score above 80% on the Tiered Fidelity Inventory (TFI)-- currently at 33% fidelity.</p> <p>By the end of each semester, we will see a downward trend in behaviors as measured by ODRs.</p> <p>As a school, we will have at least six culture-building activity per month (Villanueva 4, Valinda 1, leadership 1).</p> <p>Each semester, BCCS staff members will support/attend at least 3 cultural events.</p>	<p>Throughout the school year, we will report and average of 95% attendance.</p>

<p><b>Outcomes (Provide Short Term)</b></p>	<p>Students will be identified for tiered supports using academic data.</p> <p>Academic interventions will be identified and their purpose/tracking will be clarified.</p>	<p>All staff will be trained on PBIS and the elements of the framework.</p> <p>PBIS training and discussion will occur regularly in the overall PD schedule.</p> <p>By the end of August, students will be surveyed to determine which events they would be interested in.</p> <p>PBIS Tier I committee and Tier II/III committee will be formed and will meet regularly.</p>	<p>Every 5 weeks, we will have an assembly that includes recognition for attendance.</p> <p>As a school, we will adhere to the attendance policy in terms of notification (3 absences=notification , 6 absences=meeting, etc.)</p> <p>By Aug. 30, we will meet with at least 75% of parents of students who were chronically absent during the 22-23 school year.</p>
<p><b>Steps</b></p>	<p>Communicate the plan to staff</p> <p>Teachers create scope and sequence to teach mastery standards</p> <p><b>Diagnostic Steps</b> Baseline Diagnostic Teachers set goals Schoolwide goals Students set goals Use data to adjust/plan for teaching</p> <p><b>Data Analysis</b> Review diagnostics and other data to create intervention plans (August, January, April)</p> <ul style="list-style-type: none"> <li>- Teachers create plans based on iReady data</li> <li>- Schoolwide, we assign interventions based on</li> </ul>	<p>Develop a team and identify operating procedures</p> <p>Schoolwide expectations and BETM- train students and all staff</p> <p>Clearly defined classroom expectations</p> <p>Teacher vs. Office handled- train on the behavior growth path, reflections, ODRs, and incident reports.</p> <p>Train/inform staff on decision-making process or discipline procedures</p> <p>Formal system on feedback and acknowledgement for schoolwide expectations</p> <p>Share schoolwide behavior data</p>	<p>Tier students attendance needs and interventions</p> <p>Capture % of students who are chronically absent</p> <p>Set Monthly attendance goals, as a school</p> <p>Celebrate homeroom classes for best attendance</p> <p>Promote attendance goal/incentives to families and students</p> <p>Work to develop recognition events to celebrate attendance</p> <p>Host “we made it days”; provide raffles for prizes. Students earn raffle tickets for arriving on-time on those days (initially promote, and then make random)</p>

	<p>student need and resources</p> <p><b>Departments/GL:</b> Utilize CFGs to analyze and discuss data regularly (iterim assessments)</p> <p><b>Professional Development:</b> Regular reflection in departments/GLs during PD- includes change/shift in strategy to meet student needs.</p> <p><b>Tier II and III:</b> Quarterly MTSS meetings to discuss academic data and which interventions/supports are needed. Regular EL data reviews (CFGs) and progress monitoring- HMI, iReady, classroom data</p> <p>Ongoing observation and coaching</p> <p>REPEAT!</p>	<p>regularly (data walk)- Quarterly</p> <p>Collect feedback and discuss with students (survey students)</p> <p>Implement stages of restorative practices</p> <p>Push into classes and observe, track for potential classroom culture issues in the first two weeks.</p>	<p>New food vendor with pizza Fridays</p> <p>5 week assemblies by class - (Mykes free stacks of pancakes)</p> <p>Brag Tags, Stickers, non-uniform days for strong attendance</p> <p>Incentive trips (supported through elop)</p>
<p><b>Instruction</b></p>	<p>-create cohorts based on EL/Newcomer, SPED -create classes for SFA/ELD/Math based on data (close to passing ELPAC) -Summer PD -Train teachers to write scope and</p>	<p>-Continue to work with teachers to create engaging and rigorous lessons. -Provide PD time to SCC -Tag-team support for teachers on managing behaviors</p>	<p>-Provide academic data to give out awards during assembly -Engaging lessons, PBL, Collaborative Learning, academic games -Phone calls</p>

	<p>sequence, rubrics, lesson plans</p> <ul style="list-style-type: none"> <li>-First 2 weeks, teachers are instructed to focus solely on building community (no instruction)</li> <li>-Send message to families about upcoming tests (iready, caaspp, ELPAC, HM)</li> <li>-Set up iready testing and run data for teachers</li> <li>-Celebrate growth with schoolwide incentives</li> <li>-Ensure teachers set class and student goals</li> <li>-Plan PD for every Monday (for tutors and teachers) including:             <ul style="list-style-type: none"> <li>-CFG, restorative practices, strategies for strong instruction</li> <li>-train new teachers on new programs</li> <li>-Work with SCC to embed restorative practices in PD</li> <li>-Provide lesson plan feedback</li> <li>-Observe/walk-through classes</li> <li>-Coach teachers</li> <li>-Make sure grade level and department meetings happen</li> <li>-HM reading inventory (quarterly)</li> <li>-Academic Contracts (by grading period) work with Lomeli to provide more targeted support for Tier 2/3</li> <li>-Work with teachers to Include practices tests for state tests in classes</li> <li>-create rosters for study</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Create a Relay Playbook for first 2 weeks</li> <li>-Academic events; Spelling Bee Poetry Contest Book Fair</li> <li>-I-ready incentives</li> <li>-Hype up events/remind during PD</li> <li>-Walk-throughs (support with TFI)</li> <li>-Bridge communication between teachers &amp; SCC</li> </ul>	<p>(teachers) to connect with families of students who are absent</p> <ul style="list-style-type: none"> <li>-Class rewards</li> <li>-Home visits (offered to teachers in partnership with SCC)</li> </ul>
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	<p>hall/acceleration classes/ saturday academy</p> <p>-Meet with Pistilli to review EL data (EL level, grades, and HM testing)</p>		
<b>SCC</b>	<p>Develop incentives for growth in all areas.</p> <p>Ensuring we don't pull EL students during their EL times.</p> <p>-Structure for PBIS rewards that help promote positive behavior. It would also promote growth in testing.</p> <p>-SCC staff pushing in to support with social/emotional behavior support.</p> <p>-Train staff on embedding restorative practices in the instruction. Partnering with teachers to co-facilitate.</p>	<p>- Develop a tier one team. Ensure team has a uniformed agenda and consistent meeting dates.</p> <p>-Create a monthly report that includes social/emotional/behavior data.</p> <p>-Consistently and creatively reteaching school wide behavior expectations. (Monthly)</p> <p>- Come up with student and staff goals for PBIS rewards.</p> <p>-Train staff on PBIS</p> <p>-Send a weekly student interventions or strategies. (SCC weekly)</p>	<p>- Provide Non Uniform day per month for perfect attendance</p> <p>- Facilitate culture building activities</p> <p>-Attendance Support Plans with all students who missed 20% or more days during <a href="#">22/23 SY</a></p> <p>-Parent Attendance Meeting for all students who missed 10% of days during 22/23 SY (<a href="#">Complete My Family Help Plan</a>)</p> <p>-Student with 20% CA &amp; High ODR will meet with Counselor at least monthly</p> <p>-Counselor will meet with Student and parent before students are disenrolled</p> <p>-Earning Scholar Dollar daily for attendance</p>
<b>Operations</b>	<p>Ensuring all students are placed appropriately (EL, SPED, SED flags)-conduct audit in CALPADS</p> <p>Work on attendance to ensure kids are on campus.</p>	<p>-Provide Parent Workshops on PBIS, Expectations, and Policies</p> <p>-Office will channel relevant information and communication to SCC Manager</p> <p>-Provide SCC team</p>	<p>Identify and capture daily attendance reports.</p> <p>Regular incentives for attendance.</p> <p>Communicate with families and students expectations, goals, and incentives</p>

	<p>Create packets for students on short-term independent study (less than 14 days). Develop a more clear packet of potential independent study assignments.</p> <p>SAC meetings to share goals and data</p> <p>Parent workshops connected to supporting students academically (attendance, i-ready, incentives).</p>	<p>with data regarding tardies and absences, provide ODRs if needed</p> <p>-Promote SCC provided incentives, and events, to keep families informed</p>	<p>Work to secure BCCS merchandise to be used as incentives</p> <p>Meet with families to escalate supports for students not meeting expectations</p> <p>Secure data per homeroom on attendance rates and tardy rates per class.</p>
<p><b>Community Schools</b></p>	<p>Offer Study Hall tutoring for all students through ELOP.</p> <p>Communicate to parents what instruction students are receiving through a community newsletter.</p> <p>Create a Meeting calendar when we will be discussing data during MTSS meeting, possibly once a month.</p> <p>Work with TT offer instruction content related on Saturday Acedemy.</p> <p>Support/coach TT afterschool staff how they can align their hw support efforts to during the day instruction.</p>	<p>Plan one big community event, like Trunk-or-Treat, per semester. Fall: Trunk-or-Treat. Spring: Health Fair.</p> <p>Plan along side our Expanded Learning programs to continue culture events after school, once per month. Ex: Bertchella, Lights-on-Afterschool, dances, etc.</p> <p>Plan Saturday field trips, college trips and recruit staff members to facilitate clubs through ELOP.</p> <p>Find community partners to give assemblies regarding different topic around building positive culture.</p>	<p>Survey families to see transportation needs in order to provide support</p> <p>Counseling for chronically absent students</p> <p>Connection to community support partners</p> <p>Communicate with our school community why is attendance timportant</p>



<b>Data Sets to Monitor</b>	iReady HMI Grades Interim Assessments ELPAC Contract data	ODR data PBIS Rewards Student Services Touch points Event attendance	Tardies Absences Chronically Absent students Tiering interventions Parent engagement data
<b>Frequency of Check In</b>	Monthly during PD Quarterly for MTSS Monthly during department/GL meetings 3 times/year for diagnostic	Monthly Tier I team check-in SCC team meeting weekly One-on-one meetings bi-weekly Weekly TT SC-CCS meetings Quarterly data discussion in MTSS.	Daily attendance reports Quarterly for MTSS
<b>Key Collaboration (including CFG)</b>	Incentives Parent training MTSS- identifying Tier II and III Restorative Practices	Community schools and after school program Community partners PD	SCC/Social Worker check ins and supports
<b>Key Features of Our Program that Will Support</b>	SFA CFGs PBL Collaborative Learning Restorative Practices MTSS	Restorative Practices PBIS CFGs ELOP/TT After School	MTSS PBIS PBL/engagement

**iReady:**

We are just wrapping up our iReady testing window and are finishing make-up tests tomorrow, so our preliminary data will be available by the next board meeting. We are meeting with our teachers to analyze the data using our CFG data analysis protocols and we will be comparing results to the CAASPP outcomes from the 2023 assessment.

**LACOE Williams Oversight:**

We had our initial visit from LACOE this morning. They conducted classroom walkthroughs and checked in with our students and staff about their curricular materials and the accessibility of those programs. For this portion of the visit, a school can be rated as sufficient or insufficient. We received a “Sufficient” rating. Additionally, it was great to hear all the praise from the visits for our great our campus is, how wonderful our students are, and how friendly and welcoming our staff are. This is the experience we strive to give all community members!

**Professional Development Plan (Fall Semester):**

Our PD plan was designed to be cyclical so our teachers are revisiting, reflecting, and monitoring our progress towards goals throughout the year. During the fall semester we are using our CFG protocols and restorative practices to build our capacity as a team and to build our connectivity and collaboration across the school. Additionally, we are using our departments to review data and practice to perpetually drive growth and improvement at our school.

PD Date	Timeframe	Item(s)
8/14/23	20 min	CFG: Picture Metaphor Activity
	110 min	iReady Testing Info & ELOP/Work Time
8/21/23	120 min	De-escalation strategies
8/28/23	90 min	CFG Data Analysis (iReady) - Set Dept Goals for iReady Growth
	30 min	Infinite Campus Grades
9/11/23	60 min	Review PBIS and PBIS Rewards
	60 min	Advisory Lessons/Restorative Practices Review and Check-In
9/18/23	60	CFG Data Analysis on EL Data
	30	EL Strategies
9/25/23	YPICS TPD Day	
10/2/23		Parent Conference Info
		Parent Conference Prep and Work Time
10/16/23	90 min	CFG- Dilemma Consultancy Protocol
	30 min	Reflect and Plan for Restorative Practices Implementation
10/23/23	45 min	CFG- Affinity Mapping Protocol
	75 min	Planning and Prep (based on Affinity Mapping)
10/30/23	YPICS TPD Day	
11/6/23		iReady Diagnostic Planning- Incentives and Goals
		OPEN
11/13/23	60 min	Grades Work Time
	60 min	Parent Communication Time
11/27/23	90 min	CFG Data Analysis on EL and Grade Data
12/4/23	20 min	Secret Santa Preparations
		Looking Ahead: Second Semester Pacing Plan
12/11/23		Staff Recognition/Celebration
		Finalizing Grades

**School Culture:**

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS in the first couple of weeks of school:

		
<p>This summer, our staff painted our sign! This is the “after”....</p>	<p>This is the “before”....</p>	<p>Some of our staff painting.</p>
		
<p>Learning about other cultures and celebrating through art (this was from Jamaica week in summer program)</p>	<p>Engineering with Legos (summer program)</p>	<p>Engineering with Legos (summer program)</p>



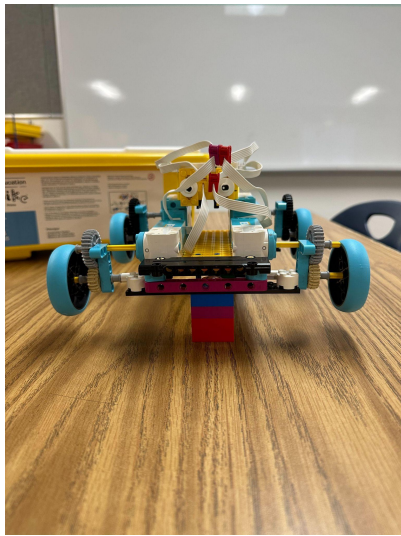
First week team building puzzles



More puzzles!



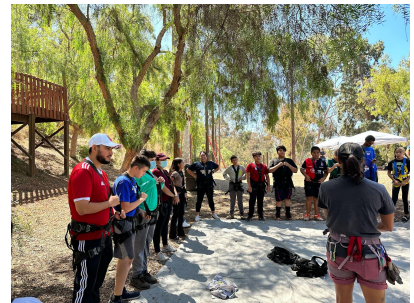
Rikardo's Lego creation



Coding and Robotics (summer program)



6th grade High Ropes Courses Trip



6th grade High Ropes Courses Trip



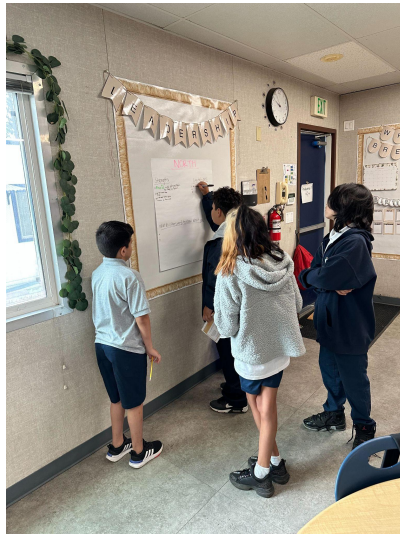
First day back!



First day (Estalla and her favorite teachers!)



Sharing our goals for the year



6th Grades building expectations through CFGs



Collaborative learning skill-building through tower construction.



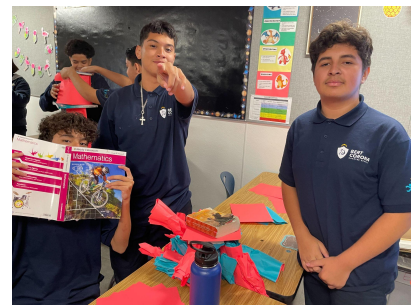
Collaborative learning skill-building through tower construction.





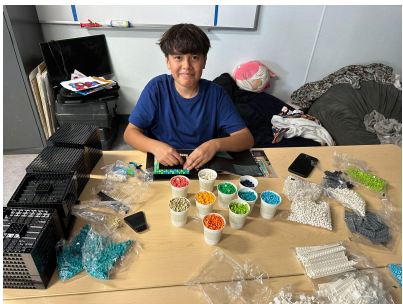
Collaborative learning skill-building through tower construction.



Lego masters!



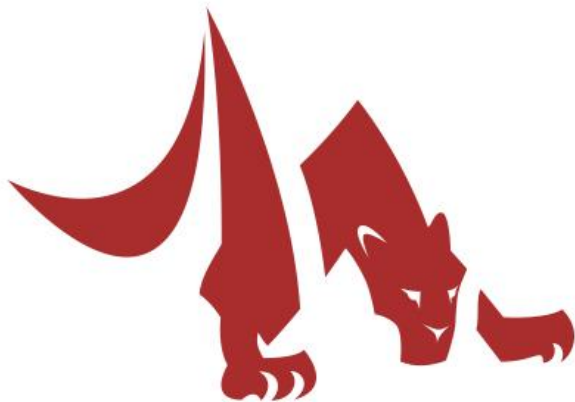
Collaborative learning skill-building through tower construction.

		
<p><b>Lego masters!</b></p>	<p><b>Virtual cooking class with actual chefs! (Summer program)</b></p>	<p><b>Our resident Lego expert- this kid could build anything!</b></p>
		
<p><b>Final Lego engineering creations! (summer program)</b></p>		

# Coversheet

## Monseñor Oscar Romero Charter School Interim Executive Administrator's Report

**Section:** IV. Items Scheduled for Information  
**Item:** C. Monseñor Oscar Romero Charter School Interim Executive  
Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 23-24 MORCS EA Report.pdf



**MONSEÑOR  
OSCAR  
ROMERO**  
CHARTER SCHOOL

[August 28, 2023](#)



August 28, 2023

The 2023-2024 year has kicked off well for Monseñor Oscar Romero Charter School. Our academic team, culture and climate team, and operations team worked hard over the summer to make sure that systems were in place to get the year off to a solid start. This month's report will include the following:



- iReady Diagnostic update
- Student Events update
- Enrollment update
- Professional Development Plan

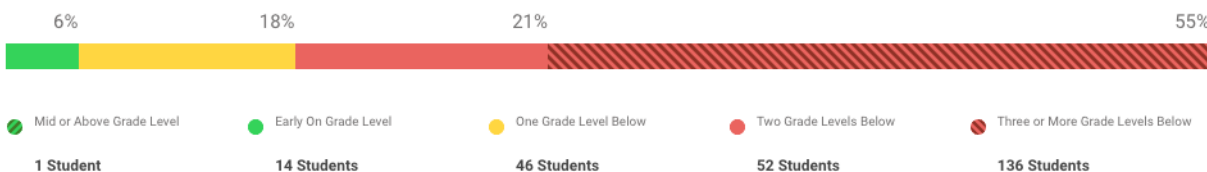
iReady Diagnostic

Our students started their iReady Math diagnostic the week of August 14, 2023. To date, 83% of our students (249 of 267) have completed their iReady Math Diagnostic. The data for the Math diagnostic has given us the following insight in regards to schoolwide data:

- 55% of students are performing at three or more grade levels below
- 21% of students are performing at two grade levels below
- 18% of students are performing at one grade level below
- 6% of students are performing at early on grade level

**Overall Placement**

Students Assessed/Total: 249/267



[The Mapping Between 5-Level and 3-Level Placements](#)

In terms of grade level specific data, here are some data points that stood out:

- 6th grade has a large chunk of students who are at the one grade level below range. This is promising because if we can get those students to move up one placement level, we will have about 32% of students performing at grade level. 6th Grade also has the lowest percentage of students who are three or more grade levels below, at 42%.
- 7th grade also has about 20% of students who are at the one grade level below range. If we can work with these students to have them improve one placement level, we can potentially achieve about 29% of students performing at grade level. 7th grade has about

49% of students performing at the 3 or more grade levels below range, which will require attention so that we can make sure these students receive the necessary supports to have them reach their typical growth goal and improve in their placement levels.

- 8th grade has the lowest number of students at the one grade level below range, with only 9% of students performing at that range. Our 8th grade group also has 70% of students performing at the three or more grade levels below range. This means that we will need to develop an approach to help us make sure that we can provide the necessary supports to help our 8th grade students who are struggling in the area of mathematics.

Grade	Overall Grade-Level Placement	0%	4%	28%	25%	42%	Students Assessed/Total
Grade 6		0%	4%	28%	25%	42%	67/68
Grade 7		1%	8%	20%	22%	49%	93/97
Grade 8		0%	4%	9%	17%	70%	89/102

**Next steps:** Once we have completed administering any missing diagnostics along with the Reading diagnostic, we will schedule time for our teachers to analyze their data as grade level teams to plan for necessary supports and interventions. This may require us to restructure some of our support classes to make sure that students who need Math support, or English support, are rostered accordingly and are set up to receive intentional support and interventions on a daily basis. Additionally, we will use this as an opportunity to consult with teachers so that we can develop a plan to provide after school support through tutoring and small group intervention.

Student Events

Our year kicked off with a new partnership, St. John’s Well Child and Family Services, providing free basic physicals, immunizations, and assistance to enroll/renew medical insurance for our families. We had great participation from families and the event was also opened to community members to attend.



On August 8th, we also had a Back to School backpack distribution event. Students, along with their siblings, were provided with free backpacks that included school supplies and other essentials like toothpaste, a toothbrush, and tissues. Families who attended also had the opportunity to enjoy free tacos, ice cream, and aguas frescas—all of which were vendors from our immediate community. This was a great opportunity for us to connect with families the day before school started. We were able to provide free backpacks to all of our students.



Enrollment

Currently, we are short of our enrollment goal by 28 students. This is a huge concern for us at the moment. Our numbers were looking promising, but we had about 30 families pull out because they relocated to another area or moved out of state—which took a toll on our enrollment for the 23-24 school year. We are continuing our efforts to promote in our community and are exploring other ways to increase our enrollment, which includes things like potentially busing students if they are unable to attend due to transportation.

Returning Student	Retained	Total	Class Size	Independent Study (Long Term Only)	Retention Rate
	0	68	17		
88	0	99	24.75		93.62%
95	0	104	26		95.00%
183	0	271		0	
<b>Enrollment Goal</b>		-28	-\$420,000		
<b>Date Updated</b>		8/22/2023			
<b>Enrollment Needs</b>					
Actual Enrollment		271			
Enrollment Goal		299			
<b>Students Over/Under</b>		-28	-\$420,000		

Professional Development Plan

Our Instructional Leadership Team met throughout the summer to plan our professional development for the 23-24 school year. Here are some areas of focus for the 23-24 school year:

- Critical Friends Groups - CFGs will take place throughout the year to fine tune and calibrate teacher practice. We will also use CFGs to have structured conversations around strategies, improving pieces of work, and working through dilemmas.
- Strategy PDs - Teachers will engage in various strategy PDs. Strategy PDs will mirror what we are learning through our Relay PD series. This will give our teachers an opportunity to share best practices, calibrate as grade levels and/or departments, and take a deeper look into how these strategies can be applied in their teaching practice.
- Committees - Teachers and staff members will have the opportunity to join a committee of their liking to work closely in a PLC like model throughout the school year. Committees include the following: PBIS Tier 1, MTSS, College and Career Readiness, Attendance. Committees will set goals and work on action items to help them reach their goals.
- Data Meetings - Grade levels will engage in analyzing and determining next steps using various data sets. Data sets will include: Office Discipline Referral Data, iReady Diagnostic Data, Attendance Data

Date	MORCS
8/14/23	Suicide Prevention Training
	ELOP Info Meeting (Virtual)
8/21/23	CFG 1 - Agreements
8/28/23	Strategy PD 1 (Crafting Rubrics)
	Committee Meeting 1
9/4/23	Labor Day
9/11/23	GL Data Meeting 1
	Positive Phone Calls (or attendance if needed)
9/18/23	Committee Meeting 2
10/2/23	Strategy PD 2
10/9/23	Parent Conferences
10/16/23	CFG 2
10/23/23	Committee Meeting 3
11/6/23	GL Data Meeting 2 (ODR data)
11/13/23	Teambuilding
11/27/23	Committee Meeting 4
12/4/23	CFG 3
12/11/23	GL Data Meeting 3 (academics, cohort changes for S2)

# Coversheet

## Bert Corona Charter High School/ COO's Report

**Section:** IV. Items Scheduled for Information  
**Item:** D. Bert Corona Charter High School/ COO's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** COO Report 8-28-23.pdf



## Chief Operations Officer Report June 26, 2023

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

### Interim Executive Administrator- Bert Corona Charter High School

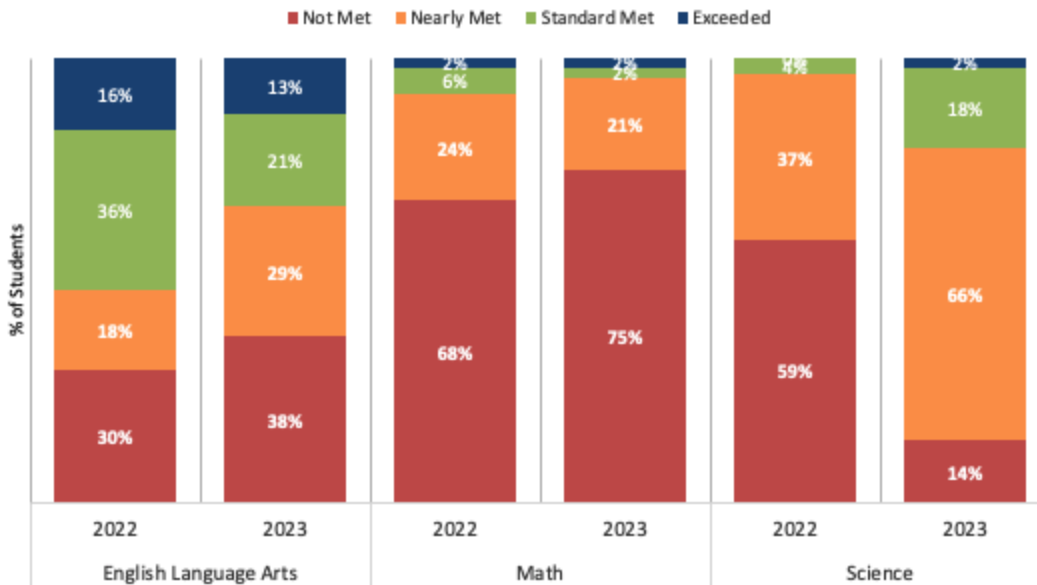
#### Instruction

##### CAASPP

Each year the 11th grade class takes the CAASPP exams in May. Since only one grade takes the assessment we can only compare the 2022 11th grade class to the 2023 11th grade class. In both, ELA and math the not met group increased. ELA not met increased by 8%. In math, Not met increased by 7%. We will be meeting as a team to discuss next steps to improve our data and learning in ELA and Math.

The highlight of our testing was the CAST Science Exam. The not met category dropped from 59% to 14% and the Standard Met and Exceeded category increased by 4% to 20%. We will examine what learning strategies are being used in Science classes and how they can be used across the curriculum.

### CAASPP OVERVIEW



Count of SSID		Achievement					
Subject	School Year	Not Met	Nearly Met	Standard Met	Exceeded	Grand Total	
English Language Arts	2022	30%	18%	36%	16%	100%	
	2023	38%	29%	21%	13%	100%	
Math	2022	68%	24%	6%	2%	100%	
	2023	75%	21%	2%	2%	100%	
Science	2022	59%	37%	4%	0%	100%	
	2023	14%	66%	18%	2%	100%	

## Outreach and Recruitment

### Enrollment

Enrollment for the 23-24 school year is currently 224. Enrollment is higher than budgeted by 4 students. Some important data to look at regarding our student population:

- BCCHS accepted 25.44% of BCCS graduating 8th graders.
- 8.93% of our students (20) came to BCCHS after NVMI Charter Closed
- 21.43% of the students are new to YPICS
- BCCHS lost seven 9th grade students transitioning to 10th grade.

	22-23 Enrollment	Returning Student	NVMI Students	New Student	23-24 Enrollment	23-24 Enrollment Goal
8th grade (from BCCS)	114					
9th grade	47	29	7	21	57	60
10th grade	59	40	6	4	50	50
11th grade	51	58	3	3	64	60
12th grade	53	49	4	0	53	50
5th Year Plus	0	0	0	0	0	0
<b>Total</b>	<b>210</b>	<b>176</b>	<b>20</b>	<b>28</b>	<b>224</b>	<b>220</b>

### Outreach

On Saturday, August 29, 2023, BCCHS staff and students participated in a recruitment fair at North Valley Military Institute (a Charter School which was recently closed by LACOE). BCCHS recruited 20 students and they are all currently in attendance. The new group of students participated in a day of engagement with site administrators on their 1st day of school at BCCHS. Students participated in team building activities, community circles, had a school tour and ate pizza. The goal of the day was to welcome the students and have them learn about the BCCHS culture.

On Thursday, August 31, 2023, staff and students will attend the BCCS Back to School Knight event to help make BCCS families aware of what BCCHS has to offer their students. We will be highlighting our small school environment, Visual and Media Arts Pathway, one on one college and career advising, and our sports program.

## Parent Engagement

### Back to School Knight

Back to School Knight was held on Thursday, August 24th from 6 to 8pm. We did not have the participation from our parents that we wanted but it was a strong event anyway. Parents and students were meeting and talking to teachers about classroom expectations, academic and behavioral. Three community organizations were also present to inform families about the services their organizations offer.

## Sports

### California Interscholastic Federation

On Monday June 5, 2023, Bert Corona Charter High School was accepted to CIF as a full member. BCCHS will be participating in the North Valley League Division 5. The league is made up of mostly charter schools. Unfortunately, as a new member, our teams will not be scheduled into the official league until the Spring season.

Our girls volleyball team had their first scrimmage against Chime on Friday, August 25, 2023. This will be a building year for our girls volleyball team as most 95% of the team graduated last year.

Currently, we have approximately 80 student athletes that have signed up for our sports teams in the last period of the school day (X-Block). We will be fielding the following teams:

- Girls Volleyball
- Boys Volleyball
- Girls Soccer
- Boys Soccer
- Girls Basketball (pending)
- Boys Basketball
- Girls Cross Country (pending)
- Boys Cross Country (pending)

### **Facilities**

The storm had a severe impact on the classrooms at BCCHS. 8 of 11 classrooms had leaks/water damage. 4 of the 8 classrooms with damage had to be closed by LAUSD because the water damage was so severe. The 4 rooms are the same rooms that were leaking/damaged throughout the 22-23 school year rainy season.

We are working with Maclay and LAUSD Maintenance and Operations to make the necessary repairs in a timely and meaningful manner. The four classrooms have been moved to other rooms on the Malay campus.



# Coversheet

## LCAP Update and Instructional CAO Report

**Section:** IV. Items Scheduled for Information  
**Item:** E. LCAP Update and Instructional CAO Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 23-08-22 CAO BoD Report August2023- YPICS.docx.pdf



## CAO REPORT August 28, 2023

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

### 2023-24 California School Dashboard Coordinator Designation

The CDE sent a communication on August 21, 2023 notifying LEAs of the full migration of several compliance/accountability reports to the new integrated system called *myCDEconnect* ([www.mycdeconnect.org](http://www.mycdeconnect.org)).

The following school reports will be reported through this system:

- Dashboard Local Indicators
- School Accountability Report Card (SARC)
- LCAP eTemplate (optional)

The CAO has applied to the myCDEconnect as a “Coordinator,” and will submit the local indicators from 22-23 via the state portal.

We have notified LAUSD CSD (7/28/23) about the need to update information on the CDE School Directory to ensure this is a seamless process.

### CAASPP Results 2022-23

The SBAC and CAST scores are available to the schools locally, but remain under embargo until the public release of statewide data in Fall 2023.

Content	Performance	MORCS	BCCS	BCCHS
ELA	Met/Exceeded	20%	17%	34%
	Nearly	24%	27%	29%
	Not	56%	56%	38%
Math	Met/Exceeded	8%	11%	4%
	Nearly	22%	14%	21%
	Not	70%	75%	75%
Science	Met/Exceeded	13%	12%	20%
	Nearly	60%	59%	66%
	Not	27%	29%	14%

We look forward to engaging more deeply on the 2023 CAASPP data at the Board Retreat on September 23, 2023.

### Changes to the Local Control Accountability Plan for 2024-25

SB 114 amended California Education Code (EC) Section 52064, which requires that revisions be made to the Local Control & Accountability Plan (LCAP) template and instructions for 2024-25. The CDE is gathering feedback from multiple partners on the proposed revisions.

The following is a timeline of the remaining feedback/revision events:

- August 25 California Practitioners Advisory Group (CPAG)
- September 13 & 14 State Board of Education (SBE) review
- September 22 LCAP Advisory Group Meeting
- October 10 Statewide Webinar
- October 20 CPAG Meeting
- November 8 & 9 SBE Meeting approval

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

# Coversheet

## YPICS Executive Director's Report

**Section:** IV. Items Scheduled for Information  
**Item:** F. YPICS Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ED Report August 2023 (1).pdf



## ***EXECUTIVE DIRECTOR'S REPORT***

**August 28, 2023**

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

### **State:**

Recession or No Recession; Flip a Coin  
From School Services of California  
Posted June 9, 2023

For its third Anderson Forecast (Forecast) in a row, the UCLA Anderson School of Management has the outlook of the U.S. economy on the flip of a coin—with both a mild recession and a slowly growing economy having nearly equal likelihood of occurring in the third quarter of this year.

One of the biggest determining factors is likely consumer confidence and spending. UCLA's economists noted that Americans still have somewhere between \$800 billion and \$1.2 trillion in excess savings from the pandemic. Under UCLA's recession scenario, the deficit in gross domestic product (GDP) would be \$384 billion less than a steady growth scenario—meaning Americans' consumption of goods and services could make the difference between a mild recession and a continued growing economy. Americans' spending patterns would also affect business investment, and whether companies believe they need to continue to grow to keep up with demand or hit the brakes. Another major sector of GDP, government spending, is likely to remain flat and therefore not be a significant factor in the recession equation.

If a recession does take place, it would likely be experienced by Americans the same way the first half of 2022 felt, with negative GDP annual growth rates but declining inflation and unemployment rates. In the U.S. recession scenario, GDP would be negative for three quarters, returning to positive growth in mid-2024; unemployment would peak at 4.5% in the second quarter of 2024; and inflation would stay higher initially, but ease down more quickly in 2024 and 2025.

Turning to California, UCLA’s economists once again focused on the solid footing that the state finds itself in if a recession is on the horizon. Forecast Director Jerry Nickelsburg noted that the current-day State Budget negotiations taking place between the Legislature and Newsom Administration revolve around whether it is sufficiently a “rainy day” situation to warrant tapping into the state’s reserves or whether those funds should be retained for more severe economic conditions.

California has regained and surpassed its pre-pandemic number of nonfarm payroll jobs by 2.1% in April 2023, but Nickelsburg stated that job recovery has been uneven by sector and by region of the state, with job growth higher than the nation in every region except the Inland Empire and the State of Jefferson area. Regarding technology layoffs, he notes that those jobs leaving large tech firms are being quickly absorbed by small tech firms and start-ups, fueled by venture capital and high-tech production growth.

Regarding housing, the median price has dropped 8.4% from its peak in California, although this drop only brings the rate back to mid-2021 levels. Nickelsburg stated that Californians moving out of the state during the pandemic did a great job of exporting housing unaffordability with them, driving prices up elsewhere and removing the price advantage that Californians migrating out of state experienced previously.

In summation, if the nation goes into a recession, California will experience flat job growth in 2024 and a slightly higher unemployment rate in 2023 and the following two years than in the absence of a recession. UCLA’s economists expect the outlook to be clearer by its next Forecast in early October 2023 and hope to drop the dueling scenario projections. Until then, we’ll wait to see if Americans spend their savings like the fate of the national economy depends on it.

**YPICS:**

**From Good to Great**



To make this change happen, our theory of practice is to focus on Culture and climate, Community, Effective Leadership, Quality Instruction, and Data Outcomes. We plan to improve practice and outcomes for YPICS by intentionally focusing on and tracking the five areas listed

above.

The YPICS anchor theme is going together to go far, and our secondary theme is working on moving all YPI Charter Schools from good to great! As such, we immediately ended the school year in June by preparing for the 23-24 school year. During the week of June 11th-15th, all administrators and school instructional coaches participated in Critical Friends Groups Training by the National School Reform Faculty. All returning teachers were trained using the same methods during the same week from June 11th to 13th. The YPICS Leadership Team comprises leaders from all three schools and the Learning and Support Team, engaged in a three-day Restorative Practices Leadership Training July 12-14<sup>th</sup>. New Teacher Training was held July 27-28<sup>th</sup> and July 31 -August 1. All YPICS Teachers received Relay GSE Foundational Training together (which focuses on building stronger relationships with students and families and setting practices/routines to lay the foundation for solid instructional practices after the start of the year) from August 1 to August 8.

We are returning to practices that have supported tremendous YPICS success in the past, such as a greater connection with our community and families, providing teachers feedback, and conducting consistent teacher observations in School Mint Grow. Additionally, adding platforms such as ELlevation (to better track and monitor EL progress) using platforms such as Innovare to better compare, analyze, and visual data results. Most importantly, we will intentionally focus on developing leadership talent through training, coaching, and check-ins.

The first day of school was on August 9<sup>th</sup>. I want to thank the YPICS Leadership Team, Teachers, and staff for writing playbooks before the first day of school and executing each so exceptionally well that all three schools can boast of a “Strong Start.” As always, YPICS did everything it could to welcome families, new staff, and the community to the YPI Charter Schools. 2023-2024 will be an exceptional year.

New Chief Academic Officer-  
YPICS Welcomes the new Chief Academic Officer, Ena Lavan.

## YPICS Announcement

Ena LaVan joins YPICS after several years of working alongside leaders of the charter school movement beginning in 2004. Ena brings a wealth of experiences to the organization, drawing from her participation in the Bill & Melinda Gates Foundation's College-Ready Promise focus on educator effectiveness, to her consultancy with both districts and charter schools on school improvement. She has served in various capacities from founding school principal to area superintendent of schools at the Alliance College-Ready Public Schools charter management organization. Prior to her charter experience, she was a teacher and program coordinator at Foshay Learning Center in LAUSD.

Ena is a proud graduate of UCLA, and earned her Masters in Educational Leadership from Pepperdine University.



**Ena Lavan**  
**Chief Accountability Officer**

**Ena will lead the academic program and the implementation of a system of support for our school leaders and teachers to maximize their impact on the developmental and academic success of our scholars. She will ensure a strong culture for using data to inform instruction and develop pathways for teaching excellence to be celebrated and shared through a cohesive professional development system. Ms. Lavan will also lead the organization in planning, development, implementation, and evaluation of the instructional programs grades 5-12, provide leadership development opportunities to maintain the YPICS cadre of high caliber teachers and leaders; provide inspiration and direction for the commitment to continuous improvement in standards-based assessment, teaching and learning; ensure compliance with state and federal laws as applied to charter schools; provide a collaborative environment for the refinement of the YPICS model for academic excellence.**





## INSTRUCTION – **Expanded Learning**

The Expanded Learning Opportunities Program (ELO-P) funds after-school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. “Expanded learning” means before-school, after-school, summer, or intersession learning programs that focus on developing pupils' academic, social, emotional, and physical needs and interests through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

The ELOP Budget update will be provided as part of the YPICS Fiscal update. Next year, schools will receive an audit finding if the ELO-P still needs to be implemented and if funds are not spent. The proposed legislation contains dozens of other changes. Most are technical in nature, but some more substantive ones of interest to charter schools include the following:

- Clarifies penalties for not offering Expanded Learning under the state’s new Expanded Learning Opportunities Program (ELOP).
- It would clarify the interaction of penalties for (1) failing to serve eligible students and (2) penalties for failing to operate the program for all the required hours or days. The law would call for pro-rata penalties based on the proportion of eligible students not served. Any additional penalties for failing to operate the program for the required number of hours or days would be assessed after the first type of penalty is set (if any) and would reduce funding by 0.0049 times the number of days a charter school failed to meet the daily/hourly offering requirement.

# Coversheet

## Consent Items

**Section:** V. Consent Agenda Items

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

1b. 23-24 YPICS Rosters for Board.pdf

1a. Board Brief Recommendation to approve final staff rosters and employee contracts for BCCS, MORCS, and BCCHS for the 2023-2024 school year .pdf

2a. Recommendation to approve 2023-2024 Parental Involvement Policies for BCCS, MORCS, and BCCHS, and YPICS Parent\_Student Handbook.pdf

2b. parent student handbook Final 08-28-23 (website ready) (1).pdf

3. Board Brief Recommendation to approve 2023-2024 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for BCCS, MORCS, and BCCHS .pdf

3c. ConApp Spring 2022-23\_Draft\_BCCHS.pdf

3b. ConApp Spring 2022-23\_Draft\_MORCS.pdf

3a. ConApp Spring 2022-23\_Draft\_BCCS.pdf

4. Grant Award Notification CDE.pdf

5. UPDATED YPICS\_Board\_Calendar 2023-2024 rev230824.pdf



	#	LAST NAME	FIRST NAME	POSITION
<b>Administration</b>	1	Myers	Kevin	Executive Administrator
	2	Rios	Daniel	Director of Operations
	3	Myers	Mariana	Coordinator of Instruction
	4	Arreola	Joseph	Coordinator of School Culture & Climate
	5	Sepulveda	Irma	Coordinator of Community Schools
	6	Meneses	Valinda	School Counselor
<b>Teachers</b>	1	Bravo	Nallely	Teacher- 5th Grade
	4	Dueñas	Nayeli	6th Teacher- Math/Science
	2	Contreras	Maria	6th Teacher- Math/Science
	5	Vidana	Berenice	6th Teacher- ELA/SS
	3	Rodriguez	Mark	6th Teacher- ELA/SS
	6	Oliveros	Alexis	7th Teacher- ELA/SS
	7	Jason	Lowy	7th Teacher- ELA/SS
	8	Jennifer	Carter	7th Teacher- Math/Science
	9	Bravo	Tristan	7thTeacher- Math/Science
	10	Campana	Tom	8th Teacher- Social Studies
	11	Walter	Brett	8th Teacher- ELA
	12	Luc	Christina	8th Teacher- Math
	13	Mousavi	Christina	8th Teacher- Science
	14	Preston	Sherri	8th Teacher- Resource Specialist
	16	Rodriguez	Oscar	6th Teacher- Resource Specialist
	15	Nakano	Alyxis	7th Teacher- Resource Specialist
	17	Pistilli	Kim	Teacher- ELD Teacher
	18	Hoosein	Malachi	Teacher- Physical Education
<b>Operations</b>	1	Open		Parent Coordinator
	2	Castillo	Eileen	Program Coordinator
	3	Sanchez	Alexandra	Office Assistant
	4	Open		Office Assistant
	5	Garcia	Martin	Custodian
	6	Lopez	Edgardo	Custodian
	7	Esparza	Araseli	Meal Program Server
<b>SCC</b>	1	Sepulveda	Jose	SCC Manager
	2	Villanueva	Josue	PBIS Tier I and Athletics Coordinator
	3	Open		SCC Assistant
	4	Rodriguez	Clara	Supervision Aide
	5	Ortega Rojas	Araceli	Supervision Aide
	6	Galvan	Ana-Jaresmi	Supervision Aide
<b>Tutors</b>	1	Lomeli	Montserrat	Tutor- Gen Ed
	2	Gutierrez	Hector	Tutor- Gen Ed
	3	Open		Tutor- Special Education
	4	Open		Tutor- Special Education (Learning Recovery Grant)
	5	Marquez	Berenice	Tutor- Special Education
	6	Open		Tutor- Special Education BII (8th grade)
	7	Rodriguez	Alyssa	Tutor- Special Education BII (6th grade)
	8	Open		Tutor- Special Education BII (7th grade)



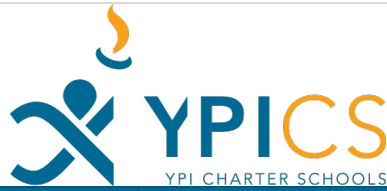
**MONSEÑOR  
OSCAR  
ROMERO**  
CHARTER SCHOOL

	#	LAST NAME	FIRST NAME	POSITION
<b>Administration</b>	1	Zepeda	Freddy	Interim Executive Administrator
	2	Duran	Paul	Coordinator of Instruction
	3	Gamez	Karina	Coordinator of Operations
	4	Brown	Denyale	Coordinator of School Culture & Climate
	5	Cruz	Edwin	Coordinator of School Culture & Climate
	6	Vargas	Yesenia	Coordinator of Community Schools
	7	Sabal	Yonina	School Counselor
<b>Teachers</b>	1	Villalobos	Michele	6th Teacher- Math/Science
	2	Guzman	Freddy	6th Teacher- Math/Science
	3	Harry	Tanya	6th Teacher- ELA/History
	4	Sihn	Christine	6th Teacher- ELA/History
	5	Vargas	Vanessa	7th Teacher- Math/Science
	6	Montes Sarabia	Oscar	7th Teacher- History
	7	Flom	Ashley	7th Teacher- ELA
	8	Shenavai	Delyla	7th Teacher- Math/Science
	9	Ortez	Jeny	8th Teacher- ELA
	10	Reiland	Sara	8th Teacher- History
	11	Catarino	Brenda	8th Teacher- Science
	12	Open		8th Teacher- Math
	13	Carbaral	Reynaldo	Teacher- Physical Education
	14	Navarro Carrillo	Antonieta	Teacher- Resource Specialist
	15	Ruiz Martinez	Blanca	Teacher- Resource Specialist
	16	Garcia	Richard	Teacher- ELD Teacher
	17	Rosenberg	Dave	Teacher- Media Arts
<b>Tutors</b>	1	Rodman	Zuleykha	Tutor- Lead
	2	Giron	Sergio	Tutor - Gen Ed
	3	Carrillo	Saira	Tutor - Gen Ed
	4	Open		Tutor- SpEd
	5	Open		Tutor- SpEd
	6	Vega	Enrique	Tutor- SpEd BII (8th grade)
<b>SCC</b>	1	Sanchez	Jacqueline	SCC Manager
	2	Vazquez	Alex	Supervision Aide
	3	Bernardino	Fabiola	Supervision Aide
<b>Operations</b>	1	Jimenez	Cynthia	Parent Coordinator
	2	Mejia	Kimberly	Program Coordinator
	3	Medina	Danielly	Office Assistant
	4	Cruz	Maria	Custodian
	5	Ruiz Palomino	Yanira	Meal Server



**BERTCORONA**  
CHARTER HIGH SCHOOL

	#	LAST NAME	FIRST NAME	POSITION
<b>Administration</b>	1	Dueñas	Ruben	COO/Interim Executive Administrator
	2	Fuentes	Yolanda	Assistant Executive Administrator- SCC
	3	Garcia	Max	Director of College & Career Readiness
	4	Garcia	Nestor	Coordinator of Instruction
	5	Pena	Isis	Coordinator of Operations
	6	Gonzalez	Lizabet	Coordinator of School Culture & Climate
	7	Pelayo	Silverio	Coordinator of Community Schools
<b>Teachers</b>	1	Perez	Janette	Teacher- Resource Specialist
	2	Matias Lopez	Juan	Teacher- Resource Specialist
	4	Crispo	Carlos	Teacher- History
	5	Benavides	Richard	Teacher- Media Arts
	6	Cowie	Stuart	Teacher- Physical Education
	7	Campos	Oscar	Teacher- Math
	8	Ngatho	Stephen	Teacher- Math
	9	Eganova	Nina	Teacher- English
	10	Paiva	Andrew	Teacher- English
	11	Kay	James	Teacher- Science
	12	Rothenay	Mark	Teacher- Science
	13	Soria	Christina	Teacher- Spanish
	14	Miller	Shana	Teacher- Reading Specialist
	<b>SpEd</b>	1	Soriano	Vanessa
2		Lopez Montoya	Ebony	Tutor- SPED BII (IM)
3		Galvan	Brianna	Tutor- SPED BII (CR)
4		Lizarraga	Jasmine	Tutor- SPED BII (MM)
5		Santacruz	Jennifer	Tutor- SPED BII (IC) unassigned
6		OPEN		Tutor- SPED BII (IC)
<b>OPS</b>	1	Galeana	Diana	Program Coordinator
	2	Rodriguez	Iliana	Office Assistant
	3	Cardenas	Maysha	Meal Program Assistant
	4	Rosa	Yesca	Meal Program Server
<b>SCC</b>	1	Gonzalez	Jose	Supervision Aide



#	LAST NAME	FIRST NAME	POSITION
1	King-Berg	Yvette	Executive Director
2	Lavan	Ena	Chief Accountability Officer
3	Dueñas	Ruben	Chief Operations Officer
4	Favela-Barreras	Karina	Senior Director School Community Partnerships
5	Nutt	Vashon	Director of Special Education
6	Bradford	Ryan	Director of Technology and Integration
7	Castrellon	Susan	Coordinator of Compliance
8	Obando-Salguera	Jennifer	School Psychologist- Community Schools
9	Bauer-Hook	Anita	School Psychologist
10	Gamez	Diana	Senior Director of Programs
11	Zubia	Yesenia	Coordinator of Human Resources & Accounts Payable
13	Martinez	Maria	Accounts Payable Clerk
14	Gachuzo	Elida	Student Records
15	Osoio	Jahaira	Accounts Payable/ HR Clerk
16	Ochoa	Andres	Information Technology Technician- Lead
17	Lopez	Kevin	Information Technology Technician
18	Castillo	Aaron	Information Technology Technician



August 28, 2023

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

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

**SUBJECT: Recommendation to approve final staff rosters and employee contracts for BCCS, MORCS, and BCCHS for the 2023-2024 school year**

## **BACKGROUND**

The Board of Trustees yearly approves final staff rosters for each school to ensure hiring and staff ratios align with proposed budget expenditures, as personnel costs are typically the most significant ongoing expense.

## **ANALYSIS**

Since the June 26, 2023, meeting of the Board of Trustees, the schools have revised their staff rosters to ensure the ratio of students to teachers (class size) is consistent and that the needs of all students are met.

Contracts for the newly hired staff have been written, and approval of newly hired employees' contracts is also requested.

## **RECOMMENDATION**

It is recommended that the Board of Trustees approve the **final staff rosters and employee contracts for BCCS, MORCS, and BCCHS for the 2023-2024 school year.**



August 28, 2023

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

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

**SUBJECT: Recommendation to approve 2023-2024 Parental Involvement Policies for BCCS, MORCS, BCCHS, and YPICS Parent/Student Handbook**

## **BACKGROUND**

The Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized as the *Every Student Succeeds Act* (ESSA) and signed into law by President Barack Obama on December 10, 2015. The Local Educational Agency (LEA) Plan has transitioned to a Federal Addendum, which documents the use of federal funds such as Title I, Title II, Title III, and Title IV in the 2022-2023 school year.

Directly related to the Parent Involvement Policies is the Home-School Agreement developed initially at Bert Corona Charter School in 2004 to communicate the expectations and responsibilities the school would fulfill while working in partnership with families. Over the 19-year history of the YPI Charter schools, the agreement has been revised, refined, and clarified to ensure transparency.

## **ANALYSIS**

Title I, Part A, ESEA section 1118(b) continues to define the requirements of the Parental Involvement Policy for schools participating in the federal *Every Student Succeeds Act*. Each year, the policies for each school must be approved by the Board of Trustees.

The Parental Involvement Policies for each school and the revised YPICS Home-School Agreement (renamed the YPICS Parent/Student Handbook) are included here for review and approval by the Board.

## **RECOMMENDATION**

It is recommended that the Board of Trustees approve the 2023-2024 Parental Involvement Policies for **BCCS, MORCS, BCCHS, and YPICS Parent/Student Handbook**.

Attachment: 2023-24 YPICS Parent/Student Handbook



# YPICS PARENT STUDENT HANDBOOK

Updated 08-28-23

# Introduction

## YPI Charter Schools

YPI Charter Schools (YPICS) is a Southern California based charter management organization formed by educational leaders whose passions are to teach and empower. Our promise is to provide authentic learning experiences to our citizen scholars, so they seize and create opportunities in their communities.

## YPI Charter Schools' Vision

We prepare citizen-scholars to be leaders and innovators who will serve our communities.

## The YPI Charter Schools' Mission is to:

- Prepare students for academic success in postsecondary education.
- Prepare students to be responsible and active participants in our communities.
- Enable students to become lifelong learners.

## Our History

YPICS was founded by the Youth Policy Institute Inc. (YPI) , a nonprofit community based organization, in June 2010. At the time of it's founding, YPICS consolidated the governance, leadership, and operations of two existing independent charter schools; Bert Corona Charter School and Monsenor Oscar Romero Charter School.

The Youth Policy Institute Inc. was founded by David L. Hackett in 1983 as national nonprofit organization targeting anti-poverty and youth related issues. In 1996, YPI moved its base of operations and programming to Los Angeles with a focus on providing direct education and human need services for low income families and communities. Today, YPI's trademark is in providing place-based initiatives in target communities that provide an array of education, training, and technology services in partnership with families and other public and private organizations. Our schools were developed to provide quality public school options for parents as part of a comprehensive community growth strategy.

Our middle schools emphasize technology integration, project-based and service-learning, along with high-levels of parental engagement. Our high schools will carry forward the instructional focus and themes of our middle schools along with early college access and Linked-Learning/CTE pathways.

Our schools are named in honor of and inspired by Bert Corona and Monseñor Oscar Romero. Bert Corona was a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the importance of education. Corona believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.

During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador. In 1980, amidst overarching violence, rather than shrink under the increasingly intense repression, Romero used his nationally broadcast Sunday homilies to report on conditions in the country and "plead for sanity, for an end to the repression, and that the root causes of the conflict -- the country's deeply rooted structures of economic injustice -- be addressed in favor of the majority poor who are also the chief victims of the government's violence." Romero wrote to President Jimmy Carter pleading with him to cease sending military aid because, he wrote, "it is being used to repress my people." He was killed in 1981 while giving mass.

Bert Corona Charter School, now a 5-8th grade school, was opened in July 2004. Monseñor Oscar Romero Charter School, a 6-8th grade school opened in May 2007. Bert Corona Charter High School (formerly YPI Valley Public Charter High School) opened in August 2015.

## Our Communities

YPICS services two defined school communities: the Bert Corona Community and the Monseñor Oscar Romero Community. The Bert Corona Community of Schools will focus on serving students and families in the North East San Fernando Valley area of Los Angeles. The Monseñor Oscar Romero Community of Schools will focus on serving students and families in the greater Koreatown/Pico Union/Westlake area of Los Angeles. Our long range school development plan will provide for a pre-kindergarten through twelfth grade learning program for each community. Each community will be supported with a primary center, elementary, middle school, and high school.

## Our Philosophy

YPI Charter Schools will equip our students (Citizen Scholars) in pre-kindergarten through 12th grade for post secondary academic success and active community participation. Following the traditions of legendary Latino activists who worked to achieve social justice for their communities, YPICS aims to provide our youth with the intellectual tools necessary to culminate college/career ready, as active citizens, and lifelong learners. Through clear and high expectations for all students, a rigorous project-based technology enhanced curriculum, a personalized learning environment, and family-school-community partnerships, YPICS will help students to overcome barriers and empower them to succeed well beyond high school, while calling upon the memory of Bert Corona and Monsenor Oscar Romero to inspire them to provide service and be leaders in their community.

## Our Approach

YPICS looks at the needs of students with a parent's eyes. As parents, we have hopes and dreams for our children. Our schools focus on providing support for families in helping their children succeed by:

- ensuring access to a high-quality, rigorous public education
- providing a positive school culture and climate
- providing wrap around services that address the needs of students and family members

## Attendance Policies and Procedures

School attendance is vital to students' achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Maintaining high standards of attendance creates opportunities for greater levels of success. Research clearly indicates that students having poor attendance tend to also demonstrate poor academic performance. Some work missed during absences can be made up with relative ease yet quite often when students are absent they miss the context, the richness and the depth of discussions and instruction that enhance students' learning.

Additionally, it is extremely important for students to be on time for the beginning of their school day. Tardiness is disruptive to the student because it creates a hurried mindset involving "catching-up" on missed work and information. It is disruptive to fellow students and teachers who are already engaged in the learning process. Being on time at school prepares students for the expectation of being on time for the many aspects of day-to-day life.

YPI Charter Schools feels strongly that parents and students must take an active role in monitoring school attendance and making it a high priority. California's compulsory education laws require children between six and eighteen years of age to attend school, with a limited number of specified exceptions. Local school committees have the option of adopting local policies in addition to the basic state regulations. The following definitions, policies and procedures are based upon California State attendance laws and include standards YPI Charter Schools believe will ensure the success of our future leaders and citizen-scholars.

### Definitions

#### 1. Present -

- a. Student is present during scheduled class time.

#### 2. Tardy -

- a. Student arrives within the first 30 minutes of class.
  - i. Unexcused - (T) No valid reason that can be verified by a school employee.
  - ii. Excused - (TE) Student is returning to class tardy as a result of being with a parent/guardian/other approved adult with a valid excuse and the excuse is verified by office staff.

#### 3. Absence -

- a. Attendance Accounting
  - i. A student who arrives anytime during the period is marked (T) tardy (considered present)

- ii. Student who is present for at least one period of the day is considered present for the day
- b. School Programs
  - i. A student who misses more than 30 minutes of a class period is considered absent for that period.
  - ii. A student who misses two or more periods in the same day will be considered absent for a full day. -
  - iii. Students are allowed three full day of excused absences over the course of a school year. Any absences after that number will be considered unexcused. There are limited exceptions to this policy, which include but are not limited to, absences that result from acute, prolonged or chronic medical problems, at the discretion of school administration.

#### **4. Excused Absence -**

- a. Excused absences include but are not completely limited to:
  - i. Religious Purpose - Students who are members of religions that observe religious holidays that fall on school days may be excused from school by making prior arrangements including written parental/guardian request and prior approval by school administration [Education Code Section 48205 (a)(7)]. Additionally, students may be absent to attend a religious retreat, not to exceed four hours per semester [Education Code Section 48205(c)]
  - ii. Doctor's visit - Physician's note required stating excused dates
  - iii. Hospital visit - Hospital/physician note required stating excused dates
  - iv. Funeral of relative - Funeral announcement required
  - v. Court appointment - Copy of summons required

#### **5. Unexcused Absence - (Illness is considered "A2" for Excused absence as long as student has brought in a parent note)**

- a. Unexcused absences include but are not completely limited to: (Personal reasons)
  - i. Didn't feel well
  - ii. Upset stomach
  - iii. Menstrual cycle
  - iv. Did not wake up
  - v. Didn't feel like going to school
  - vi. Family trip

#### **6. Truant -**

- a. A student is considered truant if the student is absent from school:
  - i. three full days in one school year without valid excuse
  - ii. for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year

#### **7. Habitual Truant -**

- a. Any student is deemed an habitual truant who has been reported as truant three or more times per school year. No student shall be deemed an habitual truant

unless a school employee has made a conscientious effort to hold at least one conference with a parent/guardian of the student and the student him/herself

## Policies and Procedures

### 1. Absence notification from parent to school

- a. The parent/guardian should discuss an excused absence with the administration prior to the absence for any and all pre-planned absences.
- b. If a student is ill to the extent that he/she is not in proper physical or mental condition to attend school, a parent/guardian must call the school's main office to notify of the absence.
- c. Students, who have been absent, upon returning to school, are required to provide a note from a parent/guardian indicating the reason for the absence.
- d. If the parent/guardian does not provide explanation of the absence within 10 days, it will be converted to truancy.

### 2. Absence notification from school to parent

- a. In the event that the school has not been notified of a student's absence, the school will make every effort to contact the parent/guardian of the absent student in order to verify the reason for the student's absence.
- b. **Three (3) absences** - Students who accumulate 3 absences for the school year will be given written notification of the absenteeism status. Written notification will be sent home with student, mailed home and documented in student's cumulative file.
- c. **Six (6) absences** - Students who accumulate 6 absences for the school year will be required to attend a conference with a parent/guardian and an administrator to discuss the reasons for the continued absenteeism and to discuss possible ways to resolve any issues that may be interfering with regular attendance. Written notification will be sent home with student, mailed home and documented in student's cumulative file.
- d. **Ten (10) absences** - Students who accumulate 10 absences for the school year will be required to attend a conference with parent/guardian and an administrator. Additionally, student may be deemed ineligible for participation in any and all extracurricular activities including culmination. Written notification will be sent home with student, mailed home and documented in student's cumulative file.
- e. **Fifteen (15) absences** - Students who accumulate 15 absences for the school year will be required to attend a conference with a parent/guardian and an administrator to discuss the reasons for the continued absenteeism. Possible consequences of continued absences may include student repeating the grade level the following year or possible disenrollment from YPI Charter Schools. Written notification will be sent home with student, mailed home and documented in student's cumulative file.
- f.

### **3. Absent- Making up classwork**

- a. Excused Absences - A student absent from school for excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a student is absent shall determine what assignments the student shall make up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.
- b. Unexcused Absences - A student absent from school for unexcused reasons shall be allowed to complete assignments and tests missed during the absence at the discretion of the school administration.

### **4. Tardy**

- a. If a student arrives to school more than five minutes late the student must stop at the main office to obtain a tardy slip before going to class.
- b. If a student arrives less than five minutes after the start of class, student will remain in class and the teacher will mark the student (T)-Tardy Unexcused. If the student has a valid excuse for the tardy, the student shall report the excuse to the main office during their free time.
- c. If a student arrives five minutes or more after the start of class without a tardy slip the student will be sent to the main office to get a tardy slip. The main office will determine whether or not the tardy will be excused.
- d. Three unexcused tardies in any class during the school year will be counted as an unexcused absence.

### **5. Truancy**

- a. Parent/guardian will be notified of the following when their student is truant:
  - i. Parent/guardian is obligated to compel the attendance of the student at school.
  - ii. Parent/guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.
  - iii. Parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
  - iv. Parent may be subject to prosecution and/or fines.
  - v. Student may be subject to prosecution and/or fines.
  - vi. Student may be subject to suspension, restriction or delay of the student's driving privilege.
  - vii. Parent/guardian may be requested to accompany the student to school and attend classes with the student for one day.
  - viii. Alternative educational programs are available in the district.
- b. Habitual Truant -
  - ix. Any student who is deemed a habitual truant or is irregular in attendance in school may be referred to YPICS Attendance Review Committee. The notice shall indicate that the student and parents or guardians of the

- student will be required to meet with the YPICS Attendance Review Committee to discuss and address attendance issues.
- x. Any minor who is required to be reported as a truant may be required to attend makeup classes conducted on one day of a weekend (Saturday School Program).
  - xi. In the event that any parent, guardian or other person continually and willfully fails to respond to directives of the YPICS Attendance Review Committee or services provided, the attendance review board shall direct the school district to make and file in the proper court a criminal complaint against the parent, guardian, or other person charging the violation and shall see that the charge is prosecuted by the proper authority.

YPICS is currently establishing partnerships with the Los Angeles County Office of the District Attorney and the Los Angeles Office of the City Attorney to provide services to parents of truant students. YPICS is currently utilizing site based attendance review committees in the absence of the State Attendance Review Board (SARB). In the event that a SARB is established for YPICS schools, this SARB will replace the site based Attendance Review Committee.

### Attendance Codes

A- unverified absence	R1- Office	T- Tardy Unexcused
A1- Medical, Optometric, Chiropractic	R2- Admin	TE- Tardy Excused
A2- Parent Call / Note : Illness, Justifiable Personal Reason	R3- Teacher	F- School Activity, Field Trip
A3- Truancy	R4- Counselor	O- Suspension
A4- Religious Observance	R5- Testing	I- In school suspension
A5- Other Non-Illness / Unjustifiable Personal Reason	R6- Nurse	R7- Other

### School of Residence

Each person between the ages of 6 and 18 years, not exempted, is subject to compulsory full-time education in which the residency of either the parent or legal guardian is located and each parent or guardian shall send the student to the public full time day school day or continuation school or classes for the full time designated as the length of the school day in which the residence of either the parent or legal guardian is located. YPICS enrollment is open to any student in the state of California. Parents/guardians must provide transportation to the school site or to the bus pickup and drop-off area for YPI Charter Schools. Parents or guardians are responsible to inform the school of any change of address, telephone number, or



change of emergency information. A change of address must be reported in writing within 30 calendar days or student will not be permitted to attend until new contact information is provided.

## Change of Residence and Emergency Information

It is the responsibility of parents/guardians and to inform the school of any change of address, telephone number or emergency information. A family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to continued enrollment at YPICS. Parents/Guardians must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their student. For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/guardian, YPICS, in accordance with EC 49408, requires the parent/legal guardian to provide current emergency information on an official Emergency Card (Form 34-EH-12) at the school site. Every parent/guardian must complete an Emergency Card for each student at the time of enrollment.

### Emergency information should include, but is not limited to the following:

- home address
- current telephone numbers, including cell phone numbers
- employment/business addresses and phone numbers
- relative/friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached.

If your child rides the school bus to and from school you should include:

- his/her routing information
- route number,
- pick/up and drop off location.

Students will not be released to anyone not listed on the emergency card unless the parent/legal guardian has provided written authorization on a case-by-case basis.

Parents are required to update this information at least 2 times per school year.

## Pregnant or Parenting Students

Pregnant or parenting students, regardless of their marital status, have the right to attend their current school, and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study. Students should not be checked out from a school or program based on their pregnancy or parenting status.

It is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to:

- additional time for use of facilities and class changes;
- track changes to minimize missed class time due to childbirth and recovery
- facilitate access to child care
- provide independent study activities during absences due to pregnancy related illness or recovery at the request of the student/family
- not “capping” pregnant students or teen parents using child care to other school sites out of their community.

Pregnant and parenting students with excused absences such as pregnancy-related illnesses, medical care of related conditions due to the illness or the medical appointment of a child for whom students are the custodial parents shall be treated like all other students with excused absences. Students with excused absences shall be allowed to complete all assignments and tests missed, or a reasonable equivalent of the work missed, during the absence and shall be given full credit upon satisfactory completion of that work in a reasonable time period. For assistance or more information regarding pregnant or parenting teens, contact school site Director of Operations.

## Students With Disabilities and Special Education

Children learn in a variety of ways, with most students learning effectively in a traditional school setting. However, sometimes children with disabilities need services beyond accommodations and modifications to the general education program. Children with disabilities may be eligible to receive special education services as determined by an Individualized Education Program (IEP) team, which includes the student's parent. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, students with disabilities must be educated with their non-disabled peers in the general education environment at the school they would attend if they were not disabled. Parents of school age children who suspect their child may have a disability who may need special education should contact the administrator of their neighborhood public school. Further information concerning special education programs and services is provided in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) which is available at YPICS and on the Division of Special Education website: <http://sped.lausd.net/>. Assistance related to special education issues is available from the Director of Special Education or the Division of Special Education.

### Students with Disabilities Under Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education.

Discrimination/harassment in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. YPICS will promptly investigate all complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of discrimination/harassment.

Section 504 also requires that students with disabilities be provided a free and appropriate public education (FAPE), a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Parents or guardians must be notified in writing of any District decisions regarding the identification, evaluation, and/or educational placement of students and their right to participate in, and/or appeal these decisions under Section 504. For further information about Section 504 and/or assistance in filing an appeal or complaint regarding Section 504, contact the Director of Special Education.

For information regarding discipline policy for students with special needs please see the Discipline Section.

## Student Policies

### Rights and Responsibilities

YPI Charter Schools is committed to creating a climate on campus where every student feels safe and welcome. Supporting positive student behavior requires a high level of commitment from students, parents/guardians, staff and administrators. Each of these community members have rights and responsibilities in creating a school culture and climate which leads to a safe, positive and supportive learning environment for all.

#### All YPI Charter School students have the right to:

- Attend school and be valued as a member of the school community
- A safe and respectful learning environment free of bullying, harassment and discrimination
- Receive instruction of appropriate behavioral expectations
- Have their voice heard and opinions respected
- Report unfair treatment to a person in authority
- Access to appropriate supports and services necessary to succeed in school
- Maintain their personal privacy with the exception being if there is reasonable suspicion

that the students may be in possession of illegal or prohibited items or for instances of random searches.

### All YPI Charter School students are expected to:

- Attend school regularly and punctually and remain on the school grounds.
- Complete all classwork and homework assignments and maintain satisfactory marks.
- Maintain a respectful attitude towards teachers, administrators, staff members, and fellow students and to comply with all reasonable requests from school staff.
- Attempt to resolve conflicts or personal problems in a positive, solution-focused manner
- Report unresolved conflicts or personal problems to a person in authority in order to receive support
- Bring necessary supplies and materials to classes daily
- Conduct oneself in such a manner as to be a positive representation of school, home, and community.
- Use computers, internet and other technology resources appropriately as specified in the Technology Agreement
- Not bring to school any of the prohibited items listed below.

### Prohibited Items

Below is a list items that students are prohibited to have in their possession at school. We reserve the right to edit this list at any time in the interest of providing a safe environment for all. If any of these items are found, they will be confiscated and will only be returned to a parent/guardian. Additionally, possession of any contraband item may result in disciplinary action.

Please review this list with your child:

#### Physical Safety

- Weapons, including toy or replica weapons
- Any sharp or pointy items that can harm people
- Hand held pencil sharpeners
- Glass bottles
- Aerosol cans
- Projectiles including BBs,
- Drugs, tobacco, e-cigarettes or any item containing nicotine
- Alcohol
- Any items referencing alcohol, drugs or gangs/crews
- Non-prescribed inhalants

#### Gang Affiliation

- Liquid White-Out
- Lanyards that are visible
- Bandanas
- Permanent markers and paint markers
- Skateboards and scooters

### Distractions to learning

- Pornographic, explicit or offensive material
- Lettered belt buckles
- Hats, beanies and other headwear outside of the dress code
- Blankets
- Headphones/earbuds
- Laser Pointers
- Sunglasses
- Non-prescription glasses
- Rubber bands and rubber band bracelets
- Bracelets with inappropriate statements
- Makeup and nail polish
- Toys, including stuffed animals
- Electronics other than a cell phone turned off and in the backpack or purse
- Backpacks with writing (printed name allowed)
- Pointy ear adornments, large hoop earrings, spacers and gauges, or any other similar items
- Celebratory items, such as balloons, cupcakes, brownies, etc., except when used in accordance with the Student Celebration Policy.
- Any other items that contribute to the disruption of the positive learning environment.

### Foods and Beverage

- Family sized snacks & beverage
- Energy drinks such as but not limited to Monster, Red-Bull, etc
- Gum

Students will be highly discouraged from bringing the following items to school

- Caffeinated drinks including coffee

## Electronic Devices

For the purpose of this policy, an electronic device is an item capable of playing, recording, storing, or transmitting sounds, images, or data. Examples of electronic devices include cell phones, gaming devices, iPods and tablet computers.

It is strongly recommended that students leave all electronic devices at home. YPI Charter Schools assumes no responsibility for devices that are lost, stolen, or confiscated. Although not recommended, students may have a cell phone in their possession, in their backpack or purse when on campus during school hours provided the device is turned off and out of sight. The operation and use of an unapproved electronic device by a student during instructional periods, academic assessments, or standardized tests are explicitly prohibited and will result in disciplinary actions. Electronic devices that are seen or heard by school staff will be confiscated and returned to the student and parent /guardian under the following conditions:

After the electronic device is confiscated, parent/guardian and student must meet with the School Culture and Climate Administrator and provide proof of ownership in order to have the electronic device returned.

- First time confiscation - device may be held up to 24 hours
- Second time confiscation - device will be held up to 72 hours
- Third time confiscation - device will be held for the remainder of the semester

Devices that are not claimed by the end of the school year will be donated to a local charity.

## Student Dress Code/Uniforms

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

### Bert Corona Charter School:

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

### Monseñor Oscar Romero Charter School:

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

### Bert Corona Charter High School:

- Students may choose between **navy, blue or gray** polo shirts. BCCHS logo required.
- Pants and all bottoms must be **black** and fit at the waist.
- Walking shorts, skirts or culottes cannot be more than 3 inches above the knee or more than two inches below the knees.

### Clothing not permitted:

- Jeans, denim pants, jeggings, or tights of any kind are not permitted.
- Excessively oversized garments are not permitted.
- Cargo pants/shorts are not acceptable uniform pants. Pants that are frayed or slit at the bottom cannot be worn.

- Sweatpant and windbreaker pants cannot be worn as part of the uniform.
  - Sweatpants are worn only in PE as determined by the PE teacher.
  - Students are not allowed to wear exceedingly tight or oversized shirts.
  - Long sleeved shirts cannot be worn over or under the uniform shirt
  - Clothing items representing sports teams
  - Clothing with sports equipment or designer logos such as Adidas, Nike, Reebok, etc.
1. All hooded, zippered, pullover, fleece sweaters and sweatshirts must be aligned with the school dress code and colors. Sweatshirts cannot be worn under the uniform shirt.
  2. Only white short sleeved or tank top undershirts may be worn under the uniform shirt, and cannot be visible at the bottom, or at the sleeves.
  3. Jackets, including windbreaker jackets, must be solid colors with no lettering of any kind. Heavy jackets should be worn only in extreme inclement weather. Jackets should be hip length. Trench coats, long or oversized jackets, varsity jackets, and denim jackets are not permitted.
  4. Student must follow dress code guidelines on non-uniform days.
  5. Students must follow dress code guidelines on spirit days that are approved by administration
  6. Students who do not come to school in appropriate dress code will be referred to school administration for parent communication.

### Dress Code Standards for Accessories:

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

## Mandatory Physical Education Uniform Policy

1. PE uniform items are available for purchase at the main office.
2. All students are required to dress in uniform PE clothes every day they have PE.  
PE Uniform consists of:
  - BCCS- royal blue mesh shorts, a plain white T-shirt (or school logo PE t-shirt), and athletic shoes.
  - MORCS- black mesh shorts, a plain white T-shirt (or school logo PE t-shirt), and athletic shoes.
  - BCCHS- black shorts, a plain white, gray or navy t-shirts (or school logo PE t-shirt) and athletic shoes.
3. Students not in PE uniform will be required to contact a parent or guardian to bring a PE uniform to school.
  - PE uniforms are also available for rent at the cost of \$1. Rental fees are used for cleaning costs and to purchase additional PE equipment.
4. Fees owed at end of year may cause a hold on grades, cumulative records, and could affect promotion and/or culmination.

## Physical Education Policies

### Inclement Weather Policy And Guidelines For Physical Education Purposes

Student health and safety are the primary concern on days with inclement weather. Unhealthy air quality, extreme temperatures, high winds, etc. may present conditions where it is appropriate to modify activity levels or move physical education instruction indoors.

### Decision making process

Modifications to be the physical education instruction will be determined by school site administration in collaboration with the physical education staff at each school site. Modifications may include, but are not limited to, activities excluding running, or other strenuous activities.

### Rainy Days

Rainy day modifications will be determined by school site administration in collaboration with the physical education staff at each school site. Staff will consider the health and safety of all students.

### Cold Weather

If the temperature drops below 45 degrees, PE classes will be moved indoors. Sweats are permitted when the temperature drops below 55 degrees. Sweatpants and sweatshirts must comply with the school uniform policy or dress code.

### Hot Days

The following information is a general guideline.

- When temperatures increase to 90 degrees and above, physical activity will be



modified.

- When the temperature rises to 95 degrees and above, physical activity will be restricted to an indoor environment.

Additional considerations need to be made based on the type of field being used by Physical Education Class. For example, playing on blacktop, concrete or turf can increase the actual temperature that impacts the students. Grass does not increase the temperature as much as blacktop, concrete or turf.

### High Humidity/Poor Air Quality (Smog/Smoke)

When smog conditions reach unhealthy levels, physical activity will be modified or moved indoors.

- Good air quality- Outdoor physical education permitted.
- Moderate air quality- Outdoor physical education permitted.
- Unhealthy air quality for Sensitive Groups- Outdoor physical education permitted. Modify for students with asthma, medical notes, allergies, etc.
- Unhealthy air quality- Indoor physical education only. If no indoor physical education facilities available, a classroom will be used instead. Health education lessons should be taught on these days.
- Very unhealthy air quality- Indoor physical education only. If no indoor physical education facilities available, a classroom will be used instead. Health education lessons should be taught on these days.
- Hazardous air quality- Indoor physical education only if school is in session. If no indoor physical education facilities available, a classroom will be used instead. Health education lessons should be taught on these days.

### Interscholastic Athletics

YPICS, in partnership with community resources, provides intramural sports programs to its students. The program at each YPICS campus will vary based on the available resources. It is designed to foster the partnership between academics and athletics, promote the values of sport participation, and assure that everyone involved in these activities is treated with dignity and respect. Participation in interscholastic athletics is available to all students at YPICS, however students must comply with the eligibility standards as determined by YPICS. To be eligible to participate, the student athlete must adhere to all of the following conditions:

- maintain the minimum of a 2.0 grade point average,
- be in full attendance each school day in order to participate in practices or games,
- submit an Emergency Card,
- submit proof of insurance, which meets the standards required by the California Education Code,
- sign a Code of Conduct Form.

Parents are required to submit an Acknowledgement of Risk Warning and Consent Form. For further information about the Middle and High School Intramural Program, contact the 21st Century Coordinator at YPICS.

## Anti-Bullying Policy

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

YPICS defines bullying behavior as:

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

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

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

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

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

Bert Corona Charter School	(818) 834-5805
Monseñor Oscar Romero Charter School	(213) 413-9600
YPI Valley Public Charter High School/Bert Corona High School	(818) 480-6810

## Sexual Harassment Policy

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

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

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

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

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendoes or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats, demands or pressure to submit to sexual requests in order to keep a job or

academic standing or to avoid other losses and/or offers of benefits.

- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

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

Bert Corona Charter School	(818) 834-5805
Monseñor Oscar Romero Charter School	(213) 413-9600
YPI Valley Public Charter High School/Bert Corona High School	(818) 480-6810

### Mandated Reporter Requirements

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

### Staff Conduct with Students

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

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

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

### Abuse of Student at a School Site

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

## Student Identification Policy

All students will be issued a school identification card within the first month of school.

- All students are required to carry their Student ID at all times with the exception of PE class.
- IDs will be necessary to attend school functions.
- Replacement ID's can be ordered in the main office of the school for \$1 the first time and \$5 each time thereafter.

## Hall Passes

Students must have a hall pass any time he/she leaves a classroom. Students are not allowed out of class during the first or last ten minutes of every period.

## Bathroom Policy

The purpose of school is to educate students and prepare them for their future. Any time spent in deviation from that task is time lost. The amounts of time students are on task directly correlates to the level of success students experience in the classroom. When students are not involved in their studies, they are losing time that is paramount to their success at achieving mastery of the standards set forth by the State of California. In order to assure that students are making positive use of the time afforded to them in each class, students are to be discouraged from leaving the classroom.

The following policy has been drafted to help alleviate a student's choice to leave the class on a habitual basis.

- Students who are released to the bathroom or office are to do so alone.
- Students will not be allowed to leave the class in pairs or more.
- Students who leave class to use the bathroom will sign in at the restroom to the supervision aide.
- Students will make up class time lost during the bathroom break after school or the following day's lunch period by doing service activities for the school.
- Students should be encouraged to use the bathroom before school, during nutrition and lunch, and after school.

# YPICS Behavioral Educational Plan

## YPI Charter Schools Culture and Climate Vision Statement

YPI Charter Schools envisions a community that values mutual respect, dignity, and personal accountability. Citizen scholars engage in learning opportunities inside and outside of the classroom that support the development of strong social emotional skills and maintains high expectations for personal behavior so they can become college ready, active citizens, and lifelong learners.

## YPI Charter Schools Culture and Climate Mission Statement

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

To accomplish this mission, YPI Charter Schools will:

- create a safe and collaborative environment in which kids have the opportunity to participate in a variety of sports, clubs, leadership development and other student activities.
- provide support systems needed for all areas of adolescent development, including counseling, mentorship, and social skills development.
- train teachers to ensure they have the skills they need to work with all students. Professional Development will include trainings on positive behavior supports, restorative practices, conflict resolution, classroom management, and student engagement strategies.
- measure program success through an intentional collection of a variety of data, including:
  - Office discipline referrals
  - Surveys
  - Grades
  - Attendance
  - Presentations of learning

## Behavioral Statement of Purpose

In encouraging our students to be Safe, Respectful, and Responsible, we are providing our

citizen-scholars with the skills to become leaders in their communities.

## Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a team approach to teaching and supporting positive behaviors and meeting the needs of all students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. Main components of PBIS include:

- o *Teaching appropriate behavior to all students.*
- o *Recognizing students when behavior expectations are met.*
- o *Providing consistent interventions when behaviors are not met.*
- o *Using data to drive decision making*

*Through proactively teaching positive behaviors and progressive discipline policies, we can prepare citizen-scholars to be leaders and innovators who will serve their community.*

## Teaching Positive Behaviors

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

### Guiding Expectations:

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

	<b>Responsible</b>	<b>Respectful</b>	<b>Safe</b>
<b>Main Office</b>	<ul style="list-style-type: none"> <li>- Have a pass or appropriate reason.</li> <li>- Conduct your business.</li> <li>- Enter and exit office quietly.</li> <li>- Use phones when staff is present.</li> </ul>	<ul style="list-style-type: none"> <li>- Be kind and courteous to others</li> <li>- Use appropriate language and volume.</li> <li>- Give privacy to others.</li> <li>- Be mindful of visitors.</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit carefully.</li> <li>- Keep doorway clear.</li> <li>- Keep personal belongings close.</li> <li>- Use chairs appropriately.</li> </ul>
<b>School Culture and Climate Office</b>	<ul style="list-style-type: none"> <li>- Have a pass or appropriate reason.</li> <li>- Conduct your business</li> <li>- Enter and exit office quietly.</li> <li>- Use phones when staff is present.</li> </ul>	<ul style="list-style-type: none"> <li>- Be kind and courteous to others</li> <li>- Use appropriate language and volume.</li> <li>- Give privacy to others.</li> <li>- Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit carefully.</li> <li>- Keep doorway clear.</li> <li>- Keep personal belongings close.</li> <li>- Use chairs appropriately.</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>- Be on time.</li> <li>- Be prepared.</li> <li>- Stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate language and volume.</li> <li>- Speak at appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow classroom procedures.</li> <li>- Keep hands and feet to yourself.</li> <li>- Place backpack on back of chair.</li> </ul>

	<ul style="list-style-type: none"> <li>- Always do your best.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions the first time.</li> <li>- Take care of all belongings.</li> <li>- Clean up after yourself.</li> </ul>	<ul style="list-style-type: none"> <li>- Sit properly in chairs.</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>- Have a pass during class time.</li> <li>- Flush toilet.</li> <li>- Wash hands before leaving.</li> <li>- Return to class promptly.</li> <li>- Report vandalism.</li> </ul>	<ul style="list-style-type: none"> <li>- Give people privacy.</li> <li>- Use appropriate language and volume.</li> <li>- Dispose of waste properly.</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit carefully.</li> <li>- Keep water in the sink.</li> <li>- Open the stall door carefully.</li> <li>- One person per stall.</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>- Be on time.</li> <li>- Wait in line properly.</li> <li>- Report vandalism, theft, and damage.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions the first time.</li> <li>- Use appropriate language and volume.</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit the bus one at a time.</li> <li>- Sit facing forward; feet on the floor.</li> <li>- Keep hands and feet to self.</li> <li>- Stay in seat while bus is in motion.</li> </ul>
<b>Benches/ Lunch area/ Outdoor areas</b>	<ul style="list-style-type: none"> <li>- Line up properly.</li> <li>- Use two hands to carry your plate.</li> <li>- Clean up after yourself.</li> <li>- Use vending machines only during appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions the first time.</li> <li>- Use appropriate language and volume.</li> <li>- Keep hands and feet to self.</li> </ul>	<ul style="list-style-type: none"> <li>- Walk at all times.</li> <li>- Stay in designated areas.</li> <li>- Sit on benches.</li> <li>- Keep food to yourself.</li> </ul>
<b>Playing Field</b>	<ul style="list-style-type: none"> <li>- Keep personal belongings close.</li> <li>- Share the playing field.</li> <li>- Return sports equipment to the appropriate staff member.</li> <li>- Return to class on time.</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate language and volume.</li> <li>- Consume food and drinks in lunch area only (except water).</li> <li>- Resolve conflicts in a positive manner.</li> <li>- Maintain personal space (PDA).</li> </ul>	<ul style="list-style-type: none"> <li>- Avoid dangerous play.</li> <li>- Be mindful of play areas.</li> <li>- Stay in designated playing areas.</li> </ul>
<b>Gym/ Auditorium</b>	<ul style="list-style-type: none"> <li>- Enter and exit quietly.</li> <li>- Leave food and drink outside.</li> <li>- Make sure area is left clean.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions the first time.</li> <li>- Be attentive during presentations.</li> <li>- Use appropriate language and volume.</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit carefully.</li> <li>- Sit properly.</li> <li>- Stay in designated areas.</li> <li>- Keep hands and feet to self.</li> </ul>
<b>Hallways/ Walkways/ Ramps</b>	<ul style="list-style-type: none"> <li>- Line up properly before class.</li> <li>- Dispose of food or drink before entering class.</li> <li>- Inform adults of vandalism and spills.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions the first time.</li> <li>- Use appropriate language and volume.</li> <li>- Maintain personal space (PDA).</li> <li>- Be courteous to others when passing.</li> </ul>	<ul style="list-style-type: none"> <li>- Walk at all times.</li> <li>- Keep hands and feet to self.</li> <li>- Open doors slowly.</li> <li>- Keep walkways and doorways clear.</li> </ul>
<b>Technology / Electronics</b>	<ul style="list-style-type: none"> <li>- Use two hands to carry a laptop.</li> <li>- Report computer damage.</li> <li>- Return laptops to cart appropriately.</li> <li>- Report online bullying.</li> </ul>	<ul style="list-style-type: none"> <li>- Keep cell phones off and in backpack.</li> <li>- Keep personal photos to self.</li> <li>- Return lost devices to adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Use school approved sites.</li> <li>- Keep passwords to self.</li> <li>- Keep liquids away from computers.</li> </ul>
<b>Parking Lot</b>	<ul style="list-style-type: none"> <li>- Look both ways before crossing.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions the first time.</li> <li>- Use appropriate language and</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit carefully.</li> <li>- Walk at all times.</li> </ul>



	- Keep belongings close.	volume.	- Stay in designated areas. - Notify an adult prior to crossing through traffic.
<b>Drop-off and Pick-up Areas</b>	- Report concerns to an adult. - Go to late pick up area or after school program if not picked up. - Clean up after yourself.	- Listen to and follow instructions of supervision staff - Keep hands and feet to yourself - Maintain personal space	- Stay in designated areas - Use crosswalks - Walk at all times - Be aware of your surroundings
<b>Community</b>	- Keep belongings close. - Clean up after yourself. - Make good choices.	- Be kind and courteous to others. - Say please and thank you. - Care for others' property. - Follow the rules.	- Be aware of your surroundings. - Tell a school official where you are going.

## Recognizing Positive Behaviors:

We know students will sustain positive behavior if there are regular strategies for continuous teaching and acknowledging of appropriate behavior. An acknowledgement is a recognition of an act or achievement and an opportunity for adults to positively interact with students. Schools may utilize an incentive program designed to recognize students exhibiting qualities of good citizenship, academic achievements and to acknowledge persistence, such as:

- Scholar dollars
- Non-uniform days
- Incentive activities
- Incentive trips
- Recognition assemblies

## Clear, Consistent, and Predictable Consequences:

YPICS promote school wide positive behavioral expectations (see above). Problem behaviors are operationally defined AND can be found in the Disciplinary Code. YPICS distinguishes between minor and major behaviors as follows:

- **Minor behaviors** are incidents in which the student engages in brief, low intensity, and/or situationally inappropriate behaviors that can be managed by the classroom teacher and do not warrant an office discipline referral. These behaviors generally affect the student only and do not significantly affect the learning of other students.
- **Major behaviors** are incidents that interfere with on-going education of others, threatens safety, harmful or illegal acts, and/or is of a severity requiring more extended intervention (e.g. more than 1 min).

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

- Prevent a problem behavior from being rewarded
- Prevent a problem behavior from escalating

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

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

## Responses to Minor Behaviors (Teacher/Staff Managed)

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

- **Verbal/Visual Warning**

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

- **Behavior Reflection**

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

- **Parent/Guardian Communication**

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

- **Make Up Time**

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

- **Office Discipline Referral**

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

## Response to Major Behaviors (Office Managed)

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

- **After School Detention**

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

- **Classroom Suspension**

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

- **Required Parent/Guardian Accompaniment**

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

- **In-School Suspension**

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

- **Out-of-School Suspension**

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

- **Expulsions**

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

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

## Additional Information for Students with Disabilities

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

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

## Authority

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

## Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the

evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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

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

## NOTICE TO PARENTS/GUARDIANS

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

## SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION SUSPENSIONS

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

Upon a recommendation of Expulsion by the Chief Operations Officer the pupil and the pupil's parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Operations Officer or his/her designee upon either of the following

determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## SUSPENSION APPEAL

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

The Chief Operations Officer will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

1. Parent(s) or guardian meets with the Chief Operations Officer and/or his/her designee.
2. If not resolved, parent(s) or guardian may submit concern in writing to the Executive Director.
3. The Executive Director will render a final decision on the matter.

## EXPULSION PROCEDURES

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

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### *Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery*

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Executive Director, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Executive Director may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Executive Director may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Executive Director from removing a

support person whom the presiding person finds is disrupting the hearing. The Executive Director may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

1. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
2. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## RECORD OF HEARING

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

## PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can



rely in the conduct of serious affairs. A recommendation by the Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

In addition to the procedures detailed in the previous sections that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board's decision of expulsion within 30 days, in accordance with Education Code Section 48919, in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Board of Directors. An appeal hearing will be held by the Board of Directors, and its decision will be final. The hearing will occur within 30 working days of the parent's written request.

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

## EXPULSION APPEAL

Parents/guardians may appeal the Discipline Committee's decision of expulsion within three weeks of the date of the expulsion. The expulsion appeal must be made in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Executive Director who will convene a meeting of the Board of Directors. The Board of Directors will preside over an appeal hearing. The appeal hearing will be held within 30 working days of the parent's written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the

parent(s) must attend to present their appeal. The expulsion appeal will follow the same process as the expulsion hearing. The appeal hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the appeal of expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the appeal hearing;
7. The opportunity to confront and question all witnesses who testify at the appeal hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

#### WRITTEN NOTICE TO EXPEL

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

This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with YPICS
3. The reinstatement eligibility review date;
4. The type of educational placement during the period of expulsion;
5. A notice of appeal rights/procedures.

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

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

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

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

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

## SAFE SCHOOL ENVIRONMENT ALCOHOL, TOBACCO, DRUGS AND VIOLENCE – PREVENTION AND PROHIBITION

### Prohibition Against Drugs, Tobacco, & Alcohol

California State Law prohibit students from using or smoking tobacco or other products containing tobacco or nicotine while on school grounds, on their way to or from school, during

the lunch hour, or attending school-sponsored activities. California law also prohibits students from possessing, using, or selling drugs or alcohol while on school grounds, on their way to or from school, during the lunch hour, or attending a school sponsored activity. Education Code Section 48900(c), which makes the unlawful possession, use, sale, or furnishing of any kind of intoxicant a suspendable or expellable offense.

YPICS does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco (nicotine) by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, or tobacco on campus and at school activities.” School administrators may use prevention education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free.

YPICS schools work with a number of drug and alcohol education, intervention and prevention programs. Parents/guardians and students are encouraged to seek assistance. For more information, contact your school administration.

## Prohibition Against Firearms, Weapons, and Other Dangerous Objects

YPICS maintains a strict policy for any type of dangerous object. Therefore, school administrators will take immediate, appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to, knives (including Swiss Army- style knives, X-acto knives, utility knives), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of gun including BB/Pellet guns and replica guns. Any student who inadvertently brings an object onto campus that is prohibited should turn it into a teacher or administrator immediately; doing so will in most cases avoid disciplinary consequences. However, prohibited firearms are not to be taken to school for any reason at any time. Pursuant to the Federal Gun-Free Schools Act, and in accordance with the California Education Code, any student found in possession of a firearm shall be recommended for expulsion. Possession includes, but is not limited to, on a student’s person, in a pocket of a jacket not being currently worn, or kept in purses, backpacks, or automobiles. Students expelled for gun possession shall be expelled for the term of one calendar year and may be prosecuted in a Court of Law.

## Searches Based on Reasonable Suspicion

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

## The administrator must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

## When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school officials of the same sex as the student being searched may conduct the search.
- Searches will be conducted with a second administrator or designee witness, which may or may not be of the same sex as the student.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness).

## Students' Personal Property

Personal items of value (e.g., cell phones, iPods, cameras, electronic games, radios and computers, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. YPICS is not responsible for lost or stolen items.

## Grading

*Academic Grades, Citizenship and Work Habits will be calculated with each 5-week report card.*

Progress Reports are given during every 5-week grading period in a semester:

- 5 week
- 10 week
- 15 week

## 5 Week Interval Participation Policy

In order to be eligible for participation in extracurricular and/or school activities (sports, clubs, competitive teams, or school sponsored social events) students must have at least a 2.0 GPA and no more than 1 D/F.

If a student does not have at least a 2.0 GPA, and/or if he or she has more than 1 U in citizenship, the student will be placed on an academic and/or a behavioral contract.

### The Contract will outline:

- Services the student will participate in to support the student's improvement.
- Services the parent will participate in to support the student's improvement.
- The requirements for the student to be removed from contract.

### Services may include, but are not limited to:

- Social skills development
- Service activities
- After school tutoring
- Parenting classes

A student is eligible to participate in school trips, school activities, or extracurricular activities as long as he/she is successfully meeting the requirements of his/her academic/behavioral contract.

### 20 Week Report Card

A report card is given at the 20 week grading period that marks the end of a semester. The Fall 20 week report card and the Spring 18 week progress report card are used to determine eligibility in culmination events (please see culmination section of this document for more information on eligibility for the culmination ceremony).

Students and parents/guardians will be informed every grading period if the student is in danger of, or is losing their extra-curricular and culmination participation opportunities via the grading period progress report.

### Late Work

- No assignments may be handed in late unless the student has met with the teacher and has obtained the appropriate signatures.
- Students are required to meet with the teacher 3 days before the assignment is due in order to request a late submission of work.
- An extension of no more than 1 week may be given to any student if the appropriate forms have been filled out.
- Limit one late work submission per grading period (5 weeks), per class.
- Teachers must grade approved late work within one week of the assignment being turned in. Submitting late work will not affect the assignment grade.
- Submitting late work affects the "work habits" grade only.
- Students returning from an excused absence are to be given 4 days to submit work

without consequence.

## Make-Up Work

- If a student neglects to hand in an assignment on time, or receives a low grade, he or she may complete a make up assignment.
- If the student chooses to do a make-up assignment, he/she must meet with the teacher. During this meeting, the teacher and student will discuss the requirements to make up the assignment
- The due date for the make-up work will be determined by the teacher and student
- Make up work DOES NOT CHANGE the work habits mark, but it WILL CHANGE the grade. Students only have 5 weeks from the original due date to make up the assignment. Students may only redo 3 assignments per class, per grading period (5 weeks)

## U's and F's

- To give a U for citizenship the student must receive an S on the previous progress report with the exception of severe behavior which must be documented in the school information system
- A U must be documented in the school information system reflecting the behavior as well as documentation of teacher parent contact.
- To give an F the student must receive a D on the previous report card with the exception of severe neglect of work.

## Work Habits:

- E's should be given when 90% or more of what is requested is turned in on time.
- S's should be given when 80% or more of what is requested is turned in on time.
- U's should be given when less than 80% of what is requested is turned in on time.
- Work habits are calculated in 5 week periods. Only week 20 of each semester is cumulative. All other weeks (1-15) are calculated for only the assignments during that 5 week grading period.

## Citizenship: (Progressive)

- E's should be given when 90% or more days are without negative incidents. For example, 5 days out of 100 days
- S's should be given when 80% or more days are without negative incidents. For example, 20 days out of 100 days
- U's should be given when less than 80% of days are without negative incidents.

Any infraction, which will affect the student's citizenship grade, must be documented in PowerSchool and verified parent notification must be made.

## Promotion and Retention Policy

### A student will be retained and will not promote to the next grade level if:

- If a student has not met the requirements to be promoted to the next grade level, he/she will be given the opportunity to make up missing work, and thus earn the chance to be promoted to the next grade level. This will not change the grade, but will allow the student to promote to the next grade level.
- This work will be provided in a mandatory parent/student meeting with the school site administrator in charge of Instruction t in the 18th week of the semester.
- First semester work given must be completed by the end of spring break in order for the student to be eligible for promotion.
- Second semester work given must be completed by July 31st in order for the student to be eligible for promotion.
- All work must be received at least a grade of C or better in order to be accepted.
- A student scores a below basic or far below basic on his/her STAR testing (based on the previous year's test scores) and/or student receives 2 or more D's or F's in core classes (Math, English, Social Studies, and Science) on the 20 week report card of either semester.
- A student may be retained without the permission of a parent or guardian. If a parent/guardian disagrees with the decision for a student to be retained, a parent/guardian may appeal the decision to the YPI Charter School Board of Directors.
- The Board of Directors may choose to hear the appeal as a whole or as a sub-committee of whole.

### Parents' Right to Request a Change of Student's Grade

Under Education Code section 49066, parents have a right to request a change of a student's grade on the following grounds:

- Mistake
- Fraud
- Bad faith
- Incompetence in assigning the grade

When grades are earned for any course of instruction taught in the public schools, the grade earned by each student shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final. Any request for a grade change must start with the classroom teacher within 30 days of the date the grade report was mailed. The next step, if not resolved with the teacher, is a written request to the Director of Operations. If not resolved, the decision may be appealed to the local district and finally, the Office of Instruction. At each step, the parent has the right to present information in support of the request. If you would like additional information, please speak with the school-site Director of Operations.

## Testing And Assessment



## California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) is an important part of the state testing system. Administered annually in the spring, the CAASPP is designed to measure how well students are learning the knowledge and skills identified in the California academic standards. All students in grades two through eleven take the CAASPP tests, including students who are English learners and student with disabilities. Only students whose parents/guardians have submitted written requests to exempt them from CAASPP testing do not take the tests. Individual student results are confidential, only the students, their teachers, directors, and parents/guardians see the student test results. The CAASPP program consists of two types of tests:

### Smarter Balanced Tests:

- English Language Arts/Literacy and Mathematics in grades 3-8 and 11

### Paper-Pencil Tests

- California Standards Tests (CSTs) for Science - grades 5, 8, 10
- California Modified Assessment (CMA) for Science - grades 5, 8 and 10 who meet the eligibility requirements to take this instead of a CST for Science
- California Alternate Performance Assessment (CAPA) for Science - grades 5, 8, and 10 who meet the CAPA requirements
- Standards-based Tests in Spanish (STS) for Reading/Language Arts - grades 2-11 (optional)

## English Language Proficiency Assessments for California (ELPAC)

State law, requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student's level of English proficiency in listening, speaking, reading and writing. The ELPAC must be administered to new enrollees in the District with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being English Learners must also be administered the ELPAC annually to determine annual English language development progress until the EL student has been reclassified. The ELPAC is administered to students who are already identified as English Learners in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the ELPAC must be administered within 30 days of enrollment in a California public school. To find more information about the ELPAC, please contact your child's teachers or contact the school office. Additional information is posted on the Internet at: <http://www.cde.ca.gov/ta/tg/el/>

## Physical Fitness Test

State Law requires school districts to administer the Physical Fitness Test (PFT) annually to all

students in grades five, seven, and nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete Fitnessgram test battery measures student performance in the following areas:

- Aerobic capacity
- Body composition
- Muscular strength, endurance and flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education (P.E.) program throughout the year. Students are tested between February and May. Students are required to “pass” FITNESSGRAM® in order to receive the exemption from physical education classes for two years (i.e., junior and senior year). A “passing” score has been defined as meeting the healthy fitness zone for 5 of 6 events. Parents should see that their children participate in a regular program of physical activity and nutrition. To find more information about the FITNESSGRAM®, please contact your child’s teachers. Additional information is posted on the Internet at <http://www.cde.ca/gov/ta/tg/pf/>

If you have additional questions about the testing program at your child’s school, please contact the school site administrator in charge of instruction.

## Middle School Culmination Ceremony

### Eligibility

In order to be eligible for participation in the culmination ceremony, a student must have at least a 2.0 GPA and no more than 1 U in citizenship on the 18 week report card of the second semester. All major classroom assignments must be completed and submitted.

Improvement Clause: if a student has improved by at least 0.5 in overall GPA as compared to the first semester, and has at least a 2.0 in the second semester, he/she may be eligible for the culmination ceremony.

### Behavior and Attendance Addendum

- Two suspensions in a year may prohibit participation in extracurricular and culmination ceremony participation opportunities. (Two in-school suspensions count as one regular suspension)
- Three suspensions in a year will prohibit participation in extracurricular and culmination ceremony participation opportunities. (Two in-school suspensions count as one regular suspension)
- Ten absences or more will prohibit participation in extracurricular and culmination ceremony participation opportunities.

participation opportunities. (exemptions for extreme circumstances in attendance may be considered by Chief Operations Officer, or Executive Director)

## YPICS Policy on Free Expression

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus, including political conduct, rallies, assemblies, demonstrations, etc. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and YPICS employees. Students, who fail to follow the directive of school site administrators or YPICS policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against the student. If the student demonstration or walkout causes a disruption to the general public, then local law enforcement may respond to the situation.

While YPICS recognizes and respects a student's freedom of speech rights, YPICS employees shall not promote, endorse, or encourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walkout. For further information concerning this issue, please contact a school administrator.

## Parent Engagement

### Overview

YPICS believes that education is a family affair and that students and schools are most effective when a strong partnership between the school and the home exists. A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home and in their children's education improves student achievement. When schools and parents develop high levels of trust, our children's potential for educational success improves significantly. Parents learn the scope of the school's instructional program and set high expectations for their children. Teachers and school administrators become more

aware of parent and community expectations and can implement parents' suggestions regarding programs and operations. As a result, schools can better focus on student growth and success. Schools have the responsibility to involve parents in this partnership. Therefore, YPICS supports a variety of parent-involvement programs that require schools to involve parents at all grade levels in a broad range of roles. These programs are coordinated through the Director of Operations at YPICS.

## IMPORTANT FACTS:

1. Families provide the primary education environment.
2. Parent/Guardian involvement improves student achievement.
3. Parent/Guardian involvement is most effective when it is comprehensive, supportive, long lasting, and well planned.
4. The benefits of parent/guardian involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents/guardians in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents/guardians must be involved at all levels in the schools.
6. The extent of parent/guardian involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

## Parental Rights and Responsibilities

Education Code Section 51101 provides that parents/guardians of students enrolled in public schools have the right to work together in a mutually supportive and respectful partnership with schools to help their children succeed.

### **Parents/guardians have the right to:**

- Be notified if their child is absent from school without permission.
- Observe the classroom(s) in which their child is enrolled or will be enrolled within a reasonable time of making the request.
- Meet with their child's teacher(s) and the Director of Operations within a reasonable time of making the request.
- Receive the results of their child's performance on standardized and statewide tests and information on the performance of the school.
- Request a particular school for their child and to receive a response (YPICS is not required to grant the request).
- Have a school environment for their child that is safe and conducive for learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their child's progress in school and of the appropriate school personnel

to contact if problems arise with their child.

- Have access to the school records of their child and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school.
- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- Under the supervision of YPICS employees, volunteer their time and resources for the improvement of school facilities and programs.
- Participate as a member of a parent advisory committee, school site council, or site-based management leadership group, in accordance with any rules and regulations governing membership in these groups.

### **Parent/Guardian Responsibilities**

At YPICS, we believe in working together with parents to make a difference in your child's education. In recent studies, research shows that the more the parent is involved in the school, the more academic success the child has in school. Therefore, we are committed to provide a welcoming environment for parents to be involved in their children's education. YPICS parents are encouraged to complete 30 hours of parental involvement. These 30 hours are highly encouraged to fulfill your commitment to both your child and the school. You can complete the 30 hours in a variety of ways.

#### **Attend:**

- Parent Conferences
- Back to School Night
- Family Literacy Night
- Open House
- Workshops

#### **Volunteer:**

- For special events
- To work in you child's classroom(s)
- As a classroom aide: Assist teachers with class academic or behavioral needs of students.
- Morning and Afternoon Bus Duty: Supervision, bus attendance and make sure the bus leaves on time.
- Breakfast and Lunch Duty: Set up and distribute food. Supervise and monitor students.
- Office: answer phones or help office staff.
- Help chaperone field trips
- Assist with school beautification efforts
- Join community service projects
- Participate in parent-led committees

- Parent-led committees meet once a month unless superseded by a special event. The following is a list of committees that may be available at your school site:
  - Reading Committee: Coordinate Book Fair, Library, Reading Club, and Public Library resources.
  - Special Event Committee: Coordinate and plan special events.
  - Fundraising Committee: Coordinate and plan fundraising events.
  - Field Trip Committee: Plan in collaboration with teachers and help with supervision on field trips.
  - Culmination Committee: Coordinate and plan culmination.
  - Community Service Committee: Coordinate Mayor Day of Service and recruit volunteers.
  - Before & After School Committee: Supervision before or after school.
  - Transportation and Safety Preparedness Committee: Coordinate supplies for an emergency, such as an earthquake or fire.
  - Testing Committee: Coordinate supplies and snacks for testing days.
  - Teacher Appreciation Committee: Coordinate special events for teachers.
- Staff Lead Committees
  - Academic Achievement Committee
  - School Culture and Climate Committee
  - Parent Engagement Committee

If you are unable to volunteer for 30 hours, another option is available. It is our hope that this option would be a last resort. The additional option is to donate items or money to the school.

Volunteers may need to get clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/ clearances for all volunteers with frequent or prolonged contact with students per the requirements of AB 1667.

**Parents and/or guardians are also highly encouraged to:**

- Provide basic materials for the students to use at home. (i.e. scissors, erasers, pencils, etc.)
- Obtain a library card for the student.
- Come to school to speak with the teacher if the need arises.
- Provide a specific and appropriate time and place for the student to complete their homework.
- Make sure that the student completes homework daily and returns it to the teacher.
- Recognize their student at home for good behavior during school.
- Follow through with any behavior/discipline problems identified by the school.
- Visit the school/classroom as frequently as possible, especially if the teacher communicates the need for a meeting.

- Send their student to school clean, appropriately dressed and on time. The school uniform is mandatory as set by official school guidelines.
- Assure that their student adheres to the school's dress code.
- Plan family vacations during breaks from school.
- Talk to their student about proper care of all school materials.
- Assure that all school materials loaned to their student are returned in the same condition, and brought to school according to the teacher's instructions.
- Assure that students do not bring any materials that can damage school property to school (i.e. Sharpies, paint, etc.)
- Pay for any damages incurred by their student.
- Not double park in front of the school or in the bus lane. The police will be notified.
- Assure that their student does not bring weapons or any object that could be used as a weapon to school. This will result in suspension or expulsion.
- Make sure that their student does not bring toys, bicycles, skates, or skateboards onto school grounds. They will be confiscated.

## Parents' Right to Know

Under the Every Student Succeeds Act (ESSA), parents are to be notified that they have a right to request and receive information on the professional qualifications of their child's classroom teacher(s) and paraprofessional(s).

A parent/guardian may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child. Additionally, schools must provide timely notice to the parents/guardian of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the ESSA teacher requirements.

Under the Every Student Succeeds Act (ESSA), parents are to be notified that they have a right to request and receive information on the professional qualifications of their child's classroom teacher(s) and paraprofessional(s).

## School Schedule Notification

Education Code 48980 (c) states that notification shall be sent to parents and guardians of all students attending a school within the district, advising of the schedule of minimum days and student-free staff development days and if any minimum or student-free staff development days are scheduled thereafter. The governing board shall notify parents and guardians of the affected students as early as possible, but no later than one month before the scheduled minimum or student-free day. In the event of an emergency closure, YPI Charter Schools will notify parents in a timely manner.

## News Media Access

Occasionally, members of the news media may visit schools to cover activities such as sports competitions, school assemblies, special programs and general newsworthy events. When possible, the school must make every effort to notify parents/guardians in advance in order to provide parents/guardians with the opportunity to authorize or to withhold permission for media access to their child. The law provides that when members of the news media are lawfully on campus, they may interview, photograph and/or film students. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed or photographed when signing the media waiver included in the enrollment packet. Additionally, a student may decline to speak to the media and may refuse to be interviewed, filmed or photographed by the media.

## Restitution/Parent Liability

Civil Code 1714.01 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent/guardian having custody and control of the minor for all purposes of civil damages and the parent/guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$25,000. California Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the student or the parent/guardian pays for the damages or returns the property.

It is the policy of YPICS to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages not to exceed \$25,000. The Coordinator of Student Services of YPI Charter Schools is responsible for pursuing restitution. Upon receiving notification, the parent or guardian may return the property or pay the outstanding obligation. If the parent or guardian does not return the property or pay the outstanding debt, a small claims action will be filed by YPICS against the parent or guardian. If the parent or guardian is unable to pay the judgment, he or she may request an owner-debtor hearing.

# Safe School Policies & Procedures

## Emergency Preparedness

YPICS works diligently to make sure that students and staff are prepared for an emergency. YPICS has a detailed Coordinated Safe and Healthy School Plan that provides guidance for the school staff in an emergency. YPICS conducts regular drills that meet or exceed the state mandated requirements, and accommodate persons with disabilities.



Regular drills are a part of a school's activities. Every school conducts the following types of drills:

- Fire Drill – Every elementary school practices this procedure once a month; secondary schools do it once each semester.
- Earthquake or Emergency Drill – Twice a year all schools conduct a full-scale exercise. The drills are scheduled in the Fall and Spring and are district wide drills where all the elements of the school's disaster plan are practiced.
- Duck, Cover and Hold Drill – On a regular basis, schools use this drill to remind students what they need to do during an earthquake.
- Take Cover Drill – On a regular basis, students practice how they would respond to gunfire or an explosion in the neighborhood.
- Protected Campus or "Lockdown" Drill – On a regular basis, schools practice how they will respond to a threat on or near the campus

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency. In addition to conducting regular drills, each school stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies and sanitation items. These supplies are checked regularly by school staff and inspected by Office of Environmental Health and Safety inspectors.

## What Parents Can Do to be Prepared

Parents can be better prepared for an emergency by doing the following:

- Visit your child's school and ask about what will happen during an emergency.
- Make sure that your child's Emergency Card is current and correct.
- If your child rides the school bus to and from school make sure that his/her routing information is current and on the emergency card, as well as the designated adult who can receive your child in case you cannot be present.
- Instruct your child to take all emergency drills seriously. Regularly review home and school emergency procedures with your child.
- Prepare a family disaster plan and review it regularly with everyone in your family.
- Prepare a disaster supply kit for your home, car(s) and work.
- Eliminate the hazards from your home that could hurt you or your child in an emergency.
- Contact the American Red Cross for disaster preparedness information.
- Get Community Emergency Response Training (CERT) from your local fire department
- View "A Parent's Guide to School Emergencies" at a parent meeting at your school.

Visit the website: [www.redcross.org](http://www.redcross.org) or call (213) 739-5200 for the Los Angeles Chapter.

## Emergency Response

In the event that there is an emergency, parents should remember that schools are among

some of the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally not sustain the same damage as residential or commercial buildings. YPICS also has extensive Fire Safety Systems that include fire alarms. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area.

During an emergency, parents who want to pick up their children may be asked to go to the request gate located on the school's perimeter. This is a specific location that schools will use to release students. Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child's school anytime the emergency contact information changes.

During a threat of violence, students will be sheltered in a secure classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff's Department. Parents need to understand that the students are being sheltered in a secure classroom for their safety and will be released only when it is safe to do so.

## Parent/Guardian Responsibility During an Emergency

Parents/guardians need to be familiar with the school's emergency procedures. Knowing where to go to pick up your child will save time and reduce anxiety. Parents/guardians should remember that schools have emergency procedures in place to protect all the students and the schools will follow these procedures during an emergency. Students look to their parent/guardian for guidance and support during an emergency; parents who are strong and calm can inspire students to act the same way. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school's emergency procedures are encouraged to contact the school's administration. Questions about the YPICS Emergency Plan should be directed to the Lead Administrator.

# School and Student Records

## Federal And State Laws Affecting Family Educational Rights And Privacy

The privacy of school records is protected by federal and state laws, which cover nearly every type of student record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class.

The law generally prohibits the release of student records information without written consent of the parent/guardian, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered student records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the student records of their child.

Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records. YPICS and District employees and officials who have a legitimate educational interest have a right to access student record information without the consent of the parent or student. A “legitimate educational interest” is defined as a need for the employee/official to access student record information in order to perform his/her job duties.

In general, other individuals or agencies may be authorized to access, review and /or obtain student records by court order, parent/ guardian consent, or by statute. Directory information is routine information maintained by school districts about students. It is this special category of student record information that does not require the same level of confidential treatment as student record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know.

Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient. Any and all of the following items of directory information relating to a student may be released to a designated recipient as previously noted, unless a written request is on file to withhold its release.

- Name
- Address
- Telephone
- Date of birth
- Dates of attendance
- Previous school(s) attended

## Location of Student Records

Most student records are maintained at the school site location. At the secondary level records are usually maintained as indicated below.

- Student records pertaining to student health are maintained in the Main Office with the office staff as immediate custodian.
- Student records pertaining to student progress, counseling, or guidance assistance are maintained with school administration.

- Student records pertaining to attendance are maintained in the Attendance Office, with the Coordinator of Student Services, as immediate custodian.
- Student records pertaining to athletic activities are maintained in the Physical Education Office with the Athletic Director as immediate custodian.
- Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian.
- Special Education IEP's are maintained in the student's cumulative folder. Some student records such as discipline, special education or psychology records may be maintained in local district, support units or central district offices.

## Reviews of Student Record Information

A. The inspection/review of any or all student records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A YPICS certificated employee must be present to assist and act as custodian of the file. When a student record of one student includes information concerning other students, the parent (or student, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or student, when applicable) requests a copy of the whole or any part of a student record, the copy will be provided. The school or the local district office may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested.

For all student records (other than grades), California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such student records by filing a written request to remove or correct any recorded information that is:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer's area of competence
- Not based on the personal observation of a named person with the time and place of the observation noted
- Misleading
- In violation of the privacy or other rights of the student

The parent may challenge the content of such records by first meeting with the school Director of Operations. If the Director of Operations sustains the parent's challenge, the record will be corrected or removed. If the school Director of Operations does not sustain the parent's challenge, the parent may appeal. Appeals from a school Director of Operation's adverse decision are to be made first to the Executive Director, and then if necessary, to the YPICS Governing School Board. The Executive Director and the YPICS Governing School Board may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge. If the panel sustains the parent's challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide written statement of his or her objection to the information. This statement becomes a

part of the student's school record unless and until such time as the information objected to is changed or removed.

With regard to the challenge of grades, California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each student in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law and with YPICS policy.

Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not student records available for inspection, review, or challenge by the parent or adult student.

If a student seeks transfer to another school, YPICS must have a written request from the intended school in order for school records to be forwarded to that school.

## Complaints

Parents have the right to file complaints regarding YPICS procedures affecting rights of privacy with California State Department of Education and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20201.

## Medical and Health Information

### Administration of Medication

California Education Code Section 49423 provides that any student who is required to take, during the regular school day, medication prescribed for him by an authorized health care provider may be assisted by the school nurse or other designated school personnel if the school district receives:

- A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the method, amount, and time schedules by which such medication is to be taken; and
- A written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the health care provider's statement. Students may not carry or use medication on campus without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if the school district receives the appropriate documentation. This includes:
  - A written statement from the authorized health care provider detailing the name of medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
  - A written statement from the parent or guardian of the student consenting to the self-administration, providing release for the school nurse or other health care

personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction. Certain Asthma Action Plans may be sufficient for students to carry and self administer asthma medication at school. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the school nurse or administrator. School health personnel do not prescribe or give advice regarding medication.

## First Aid Policy

In the application of first aid, caregivers at YPICS will provide the following care:

- Cleaning and bandaging of scrapes and minor cuts.
- Application of ice to bruised areas.
- Any head injury will prompt immediate notification of parent or guardian by phone and first aide will be applied.
- Caregivers at YPICS will not offer medical advice for any injury or condition.
- No foreign object will be removed from the body of an injured person.

All visits to the YPICS caregiver will be logged and notification of treatment will be sent home with the student.

## Immunizations

New students will not be enrolled unless a written immunization record, provided by a health-care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to YPICS must show that they have received all currently required immunizations in order to be enrolled. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the health department. A doctor may exempt your child from some or all immunizations (for example, due to a medical condition). Ask your school administration for details.

For additional information on immunization policies please visit

<http://eziz.org/assets/docs/IMM-1080.pdf>

## Tuberculosis Clearance

All new students entering grades 1-12, who have never attended any school in California, must present documentation of the results of Mantoux test done at some previous time. Students entering grades 1-12 from any other California school (public, private, or parochial) are exempt from the requirement.

## Physical Examinations

All girls in grade 7 and boys in grade 8 will be screened for possible scoliosis (unnatural curvature of the spine). Parents/guardians will be notified of any findings as a result of the mandated screening tests that require further attention.

## Communicable Disease Prevention

Communicable disease inspections may be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by the school district, the state Department of Health and Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations. Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis (“pink eye”); skin infections (impetigo), strep throat, chickenpox, scabies, and pertussis (“whooping cough”). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and district, county and state policy. Readmission to school is based on condition and appropriate treatment. An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the ~~school nurse or~~ school health personnel or can be found [here](#).

## Student Health Insurance

The Family Development Network can assist parents to enroll their children into free or low-cost health insurance programs such as Medi-Cal, Healthy Families, Healthy Kids and Kaiser Permanente Child Health Plan. There are programs for children regardless of immigration status. Parents can call the school site administration for information and enrollment assistance. Parents can get help with access, utilization and retention of health insurance benefits for their children ages 0-18.

## Miscellaneous Health Information

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a health care provider’s written permission to attend school and must comply with any safety procedures required by the school administration and health services personnel. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the health care provider to attend school, including any recommendations regarding physical activity. An excuse (less than 10 weeks) from a physical education class may

be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse from a physical education class will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider. A current YPICS Emergency Information Card must be on file at the school so that parents can be notified promptly in case of accident or illness involving their child. School authorities may excuse any student in grades 7 through 12 from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian. California Education Code Section 35183.5 mandates that students be allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/ headgear in accordance with California Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen as an allowable sun protection measure for their outdoor activities while at school.

## Other Important Information

### Breakfast and Lunch Programs

YPICS provides breakfast, lunch and after school snack at no cost to parents. Check with the office regarding meal schedules.

In addition to breakfast and lunch, YPICS offers an after school snack program to accommodate student's needs. In order to participate in SBP and NSLP, Food Services must meet nutritional guidelines set by the USDA. The Food Services Branch has instituted higher standards and meets or exceeds limitations on total fat, saturated fat, calories, sodium, additives and dyes, and trans-fats that are required by law. In addition to menu guidelines, the Food Services Branch must comply with USDA regulations in order to claim reimbursement for meals served. This reimbursement is the only source of funding for the Food Service Branch. As part of the program, most students are required to fill out a meal application at the beginning of each year in order to qualify for free or reduced cost meals. Those applications are mailed home, over the summer, to the students address listed in the schools database. Applications should be filled out as soon as possible and mailed back to the Food Services Branch for processing. Only one application per household is required. Please do not submit multiple applications as this will slow down your processing. Once processed, an eligibility letter will be mailed to the home address.

### LUNCHTIME PROCEDURES

- Students must be dismissed to lunch on time.
- All students must report to the eating area whether they are eating or not.
- Students will remain seated in the eating area until the supervisor has dismissed their table to empty their trash and exit the eating area.
- Students will pour any leftover milk/juice into the first trash can, place all discarded food in the second trash can and then place all utensils, wrappers, cartons and plates in the



final trash can.

- Student tables will not be dismissed until the area is free of food and trash (including spills) as to be determined by the supervisor.
- Upon dismissal from the eating area students will not be allowed back in the eating area until the area has been wiped down. At this time students may sit in the area but no food will be allowed.
- Exceptions to any of the above mentioned protocols will be made by the lunch area supervisor and/or administrator.
- The school administration may chose to separate multiple grade levels during lunch time. For example, one grade level will eat lunch while the other grade level is playing on the field.

## Student Celebration Policy

While YPICS celebrates the success of our students, there are guidelines in place to assure that celebrations are appropriate and do not interfere with learning.

### Reasons to Celebrate:

- Academic achievement
- Behavioral improvements
- Sports team banquets

### Expectations and Rules for Celebrations:

- Celebrations must be inclusive.
- Birthday celebrations at school are not permitted.
- Celebrations are not permitted during instructional minutes or meal time.
- Preparations for celebrations are not permitted during instructional minutes.
- Event request forms must be submitted for approval 2 weeks before the event.
- All celebrations must be sponsored and supervised by a full-time staff member for the duration of the event, including setup and cleanup.
- Supplies must be provided by the sponsoring staff member\*\*.
  - Supplies (plates, fork, napkins) must be **requested** from the office at the time of the event request (2 weeks in advance).
  - Supplies may not be requested the day of the event.
  - If supplies are available, they must be picked up by the sponsoring staff member, not by students.
- Sponsoring staff are required to clean up the room completely at the completion of the party.

### Food Restrictions

- Pre-packaged food only.
- Items with frosting are not permitted

## Detailed School Visitors Policy

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

independent workers.

## Visitors to School Campuses Policies & Procedures

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

YPICS Policy states, in Bulletin No. 3630, that smoking and the use of all tobacco products is prohibited on YPICS property or attending any school-sponsored events by all persons, including employees, students and parents.

### Visitors are expected to

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

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

### Policy for YPICS Alumni Visits

YPICS Alumni are welcome on the YPI Charter Schools campus. All YPICS alumni must obtain administrative approval before visiting YPI Charter Schools. There should be no more than five alumni on campus (during school hours). Students should arrive prior to 6th period in order to be permitted on campus. In order to guarantee the safety of all adults and students on campus, all YPICS Alumni Visitors must report to the Main Office, sign in and obtain a visitor's badge. This badge must be worn at all times while on campus. Before leaving, visitors must report to the Main Office to sign out, return the badge, and exit the campus.

YPICS alumni are expected to:

- Remain in the classroom they are volunteering to serve in throughout the day.
- Adhere to the same rules and policies that are in effect for present students. (No gum, cell phones, iPods, baggy clothes, etc.)
- Have a specific purpose for their visit (i.e. tutoring, assisting a teacher with classroom needs, community service etc.).
- Not roam the campus.
- Enter and leave the classrooms quietly.

## Before and After School Procedures

### Before School:

- Upon arrival at YPI Charter Schools, all students walking to school or dropped off by vehicle will enter at the designated gate. There will be no loitering outside the school gates. Once on campus, students will remain on the campus, inside the gates.
- Upon entering the campus, students will go to the eating/field area and remain there until it is time to line up for their first period. Students will not be allowed to visit the office prior to first period except students who were absent the previous day.
- Restrooms will be open for students.
- Those students who were absent the previous day must check into the main office with a parent/guardian note explaining their absence.
- Students who arrive late to school must report to the main office to receive a tardy slip in order to enter class.

### After School

Upon dismissal students will walk directly home or report to one of four places:

- Lineup for parent/guardian pickup
- Check-in for the after-school program(s) in their assigned classroom.
- Designated school bus waiting areas

All students who are not in line to be picked up by a parent/guardian, walking home, must report and participate in the after-school program. Except for those students waiting for parent/guardian pickup, no student should be outside of a classroom without adult supervision.

15 minutes after dismissal, all students who have not been pick up by a parent/guardian must report to the after-school program supervisor. Parents will be billed \$5.00 an hour starting 30 minutes after dismissal if the student is left on campus and is not participating in the after-school program.

The school administration can make emergency exceptions to this policy if prior arrangement/notification has been made by the parent/guardian. Exceptions to this policy will be made if the afters-school program does not have space for the student to participate.

## Extra-Curricular and Culmination Participation

### Definitions

- **Culmination Ceremony:** Culmination is a non-required celebratory ceremony for 8th grade students who have successfully met the academic and behavioral requirements set forth by YPI Charter Schools.
- **Competitions:** Competitions are student events where YPI Charter School teams represent the school in public performances or participate in challenges with another school.
- Extracurricular field trips are those off-campus trips that are organized by a school sponsored club, group, or athletic team, etc.
- **Promotion:** Promotion refers to a student advancing from one grade level to the next (e.g. moving from 6th grade to 7th grade).

## Technology Acceptable Use Policy

As future leaders, YPI Charter School students have an obligation to understand and use properly various computer and Internet technologies. Computer and Internet use is crucial to our students' academic success. YPICS has adopted this Acceptable Use Policy (policy) to set guidelines for accessing the computer network or the Internet service provided by YPICS.

Every year, students and employees who want computer network and Internet access for that upcoming school year need to sign and submit this policy to YPICS.

Students who are under 18 also must have their parents or guardians sign this policy. By signing this agreement, the student, employee, and parent or guardian agree to follow the rules set forth in this Policy and to report any misuse of the computer network or the Internet to a teacher or supervisor.

Parties agreeing to this policy also understand YPICS may revise the Technology Acceptable Use Policy as it deems necessary. YPICS will provide notice of any changes either by posting such a revised version of the policy on its website or by providing written notice to the students, employees and parents or guardians.

### Acceptable Uses of the Computer Network or the Internet

The Account provided by YPICS should be used only for educational purposes. If a student is uncertain about whether a particular use of the computer network or the Internet is appropriate, he or she should consult a teacher or supervisor.

### Unacceptable Uses of the Computer Network or the Internet

Uses that violate any state or federal law or municipal ordinance are unacceptable.

Unacceptable uses include, but are not limited, to the following:

- Deleting, copying, modifying, or forging other users' emails, files, or data
- Accessing another user's email without their permission, and as a result of that access, reading or forwarding the other user's emails or files without that user's permission
- Damaging computer equipment, files, data or the network
- Using profane, abusive, or impolite language
- Disguising one's identity, impersonating other users, or sending anonymous email messages
- Threatening, harassing, or making defamatory or false statements about others
- Accessing, transmitting, or downloading offensive, harassing, or disparaging materials
- Accessing, transmitting or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance
- Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
- Using any district computer to pursue hacking, internal or external to the district, or attempting to access information that is protected by privacy laws.

Uses that jeopardize access or lead to unauthorized access into Accounts or other computer networks are unacceptable. Unacceptable uses include, but are not limited to the following:

- Using another user's account passwords or identifiers
- Disclosing one's account password to other users
- Allowing other users to use one's accounts
- Getting unauthorized access into other users' accounts or other computer networks
- Interfering with other users' ability to access their accounts

Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:

- Selling or buying anything over the internet for personal financial gain
- Using the internet for advertising, promotion, or financial gain
- Conducting for-profit business activities and engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes.

## Internet Safety

In compliance with the Children's Internet Protection Act ("CIPA"), YPICS will implement filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by the YPICS. [Note: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that YPICS determine which words or concepts are objectionable.] However, no software is foolproof, and there is still a risk an Internet user may

be exposed to a site containing such materials. An Account user who incidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately.

In compliance with CIPA, YPICS and its representatives will implement a mechanism to monitor all minors' on-line activities, including website browsing, email use, chat room participation and other forms of electronic communications. Such a mechanism may lead to discovery that a user has violated or may be violating this Policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the Internet, as determined by the school board, local educational agency or other related authority. YPICS reserves the right to monitor other users' (e.g., employees, volunteers, visiting Alumni, etc) online activities, and to access review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary.

Student information shall not be posted unless it is necessary to receive information for instructional purposes, and only if the student's teacher and parent or guardian has granted permission.

Account users shall not reveal on the Internet personal information about themselves or about other persons. For example, account users should not reveal their full names, home addresses, telephone numbers, school addresses, or parents' names on the Internet.

Account users shall not meet in person anyone they have met on the Internet in a secluded place or a private setting. Account users who are under the age of 18 shall not meet in person anyone they have met on the Internet without their parent's permission.

Account users will abide by all school district security policies.

## Privacy Policy

The System Administrator has the authority to monitor all accounts, including email and other materials transmitted or received via the accounts. All such materials are the property of YPICS. Account users do not have any right to or expectation of privacy regarding such materials.

## Storage Capacity

To ensure that account users remain within the allocated disk space, users should check their quota usage frequently and delete unwanted files or data that take up excessive storage space.

## Penalties for Improper Use

The use of the account is a privilege, not a right, and inappropriate use will result in the

restriction or cancellation of the account. Inappropriate use may lead to any disciplinary and/or legal action, including but not limited to suspension or expulsion, or criminal prosecution by government authorities. YPICS will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

## Disclaimer

YPICS makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of the accounts. YPICS also denies any responsibility for the accuracy or quality of the information obtained through the account.

Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of YPICS, its affiliates, or employees.

Account users are responsible for any losses sustained by YPICS or its affiliates, resulting from the Account users' intentional misuse of the accounts.

# Vending Machine Guidelines

If a vending machine is available on school grounds:

- The machine may not be used during passing periods or during class time (during trips to the restroom)
- All purchased items must be consumed in the eating/lunch area.
- Do not abuse/shake the machines.
- YPI Charter Schools assumes no responsibility for machine malfunctions which lead to damaged product or lost money.
- Any failure to follow these guidelines will result in removal of privileges to use the machines.

# Appendices

## APPENDIX A

# Education Rights and Responsibilities/Compulsory Education

Education Code Section 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education.

Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located and each parent, guardian or other person having control or charge of the student shall send the student to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located. Los Angeles City and Los Angeles County have loitering ordinances. These ordinances prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session. Students who violate these ordinances may receive a citation, have to appear in court with their parent/guardian, have a fine imposed by the court, and risk having the issuance of their driver's license delayed.

## APPENDIX B

# Equal Opportunities/Non Discrimination Statement

YPI Charter Schools are committed to providing a working and learning environment that is free from unlawful discrimination and harassment. YPICS prohibits discrimination and harassment based on an individual's age, ancestry, color, disability (mental or physical), marital status, national origin, race, religion (including religious accommodation), sex (actual or perceived, including pregnancy, childbirth, or related medical condition), sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by YPICS. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to, or treatment or employment in, all District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in YPICS programs or activities. Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate motivated incidents/crimes may be found in other YPICS policies that are available in all schools and offices. It is the intent of YPICS that all such policies be reviewed constantly to



provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. YPICS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For assistance or to file a complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact the School Administration.

## APPENDIX C

# Title IX and Students

Federal law, Title IX, State law and YPICS policy prohibit anyone from discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, marital status, pregnancy, childbirth or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs, including:

- Athletics
- The classes they can take
- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate.

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact the School Administration.

## APPENDIX D

# Constitution of the Student Body

## Preamble

*We, the students of YPI Charter Schools, in order to promote, supervise, and regulate student activities; to develop the spirit and practices of service and citizenship; and to provide cooperative relationships between students and faculty in and out of the classroom; do hereby*

*ordain and establish this constitution for the Student Body of YPI Charter Schools.*

## Article I: Name of Organization

This organization shall be known as the Associated Student Body Leadership Council of YPI Charter Schools.

## Article II: Colors and Mascot

The colors of YPI Charter Schools shall be navy blue, true blue, and white. The navy blue represents progressive change, true blue represents peace and faithfulness in our community, and white represents integrity and honor. The mascot shall be the Knight. Just as the knights defended the round table in medieval times, YPICS students will stand for truth, justice, and service to others.

## Article III: Authority and Veto Powers

### Section 1

#### Authority of Director of Operations

The authority for this organization is derived from the Director of Operations to the faculty sponsor, whose power is, in turn, derived from the Board of Trustees of YPI Charter Schools.

### Section 2 Accountability

The Director of Operations, or designee, is responsible to the Board of Trustees for the conduct of all student activities; therefore, all acts of the Student Body, any of its constituent organizations, or any of its officers shall be subject to approval of the Director of Operations.

## Article IV: Membership

All students enrolled at YPI Charter Schools are members of the Associated Student Body of YPI Charter Schools. Members shall be entitled to one vote in all student elections.

## Article V: Organization

### Section 1

#### Officers and Their Terms of Office

The Executive Board officers of this organization shall be President, Vice-President, Secretary, and Treasurer. The Secondary Committee officers consist of a Commissioner of Activities, Service Learning Coordinator, and Public Relations Officer. The secondary committee will be interviewed and appointed by the elected president.

### Section 1.a.

The succession of authority of these officers is as follows:

1. President
2. Vice-President

3. Secretary
4. Treasurer
5. Commissioner of Activities
6. Service Learning Coordinator
7. Public Relations Director

### Section 1.b.

The Leadership Council shall convene at the request of the Associated Student Body Leadership Council members and/or advisor(s).

## Section 2

### Candidate Requirements

Candidates for the office of President must have completed the required units for 7th grade and have a minimum overall grade point average (GPA) of 2.0. Students must not have any D's or F's on their report card. They must have no unsatisfactory citizenship or work habits grades on their report cards. They must have no suspensions for the present school year.

### Section 2.b.

Candidates for the offices of Vice President, Secretary, and Treasurer must have completed the required units for 6th grade and have a minimum grade point average (GPA) of 2.0. Students may not have any D's or F's on their report card. They must have no unsatisfactory citizenship or work habits grades on their report cards. They must have no suspensions for the present school year.

### Section 2.c.

All candidates must have some knowledge of the duties and responsibilities of the office for which they are running and must be willing to fulfill those duties. Information regarding the duties required by each office will be available from any current Leadership Council officer and/or Leadership Council Advisor(s).

### Section 2.d.

All candidates must have attended YPI Charter Schools at least one semester immediately prior to running for office. All candidates must have good citizenship and an endorsement of the faculty. Section 2.e.

All officers shall hold their office from the time of election (typically the second Thursday of June unless otherwise decided) until a successor is elected the following school year. No officer may hold more than one position on the Leadership Council.

## Article VI: Elections

### Section 1

## Petition for Candidacy

Any student wishing to become an officer of the Associated Student Body Leadership Council must submit a petition. Nomination must be made by petition to include twenty-five (25) student signatures advocating for this petitioner's campaign for office. Once the petition has been completed and Leadership Council advisor has verified academic eligibility, the name shall be placed on the ballot for consideration.

## Section 2

### Nomination and Election of Student Body Executive Council Members

An annual student body election assembly will be held on the second Thursday of June (unless otherwise decided) for approved candidates to address the student body. The president speeches will be limited to five (5) minutes each, and all other speeches will be three (3) minutes each. Voting will be held immediately following candidates' speeches under the direction of the Leadership Council Advisor(s) and the Leadership Council. A Ballot Counting Committee will be chosen by the Leadership Council Advisor(s) to oversee the tallying of the votes. No member running for office will participate in this committee. The Leadership Council Advisor(s) shall save the ballots for at least one week; after one week, no one may challenge or dispute the legality of the officers declared elected.

## Section 3

### Nomination and Election of Class Representatives

The class representatives' election shall be held in September at the beginning of the school year during a special advisement period.

### The process by which class representatives shall be chosen is as follows:

- a. Students will nominate members from their advisement period.
- b. Upon nomination, another member of the class must second that nomination to make it official.
- c. Nominated members may choose to accept or decline this nomination.
- d. Students who accept their nomination will deliver a brief one to two-minute speech.
- e. After speeches, advisement teacher will conduct a silent hand preliminary vote in which students vote for two candidates.
- f. The two candidates with the most votes will be declared the class representatives for their advisement periods. The third place finisher will be the designated alternate class representative.

## Section 4

### Installation and Terms of Office

Newly elected student body officers shall be installed at a leadership council meeting as soon

as possible after their election. The officers will be inaugurated at a public ceremony.

### Section 4.a.

No student body officer may succeed an office more than twice, but may be a candidate for another office.

### Section 4.b.

Leadership Council officers shall remain in office until their successors are officially installed.

## Article VII: Duties of the Executive Board, Secondary Committee, and Class Representatives

### Section 1 President

The President's duties shall consist of the following:

- a. Organize and preside over all Leadership Council meetings and all assemblies.
- b. Interview and select Secondary Committee members.
- c. Be an ex officio member of all standing committees and be responsible for their conduct and efficiency.
- d. Oversee the entire operation of Leadership Council affairs.
- e. Represent the Leadership Council to the Board of Trustees, attend School Board meetings, serve as a liaison to the community, and will appoint a substitute whenever unable to attend.
- f. Plan Leadership Council meeting agenda with the Secretary.
- g. Call for the resignation of committee members through Leadership Council action and appoint new members as necessary.

### Section 2

#### Vice President

The Vice-President's duties shall consist of the following:

- a. Act for the president in the event of his/her absence or upon request of the president.
- b. Assist the president in overseeing the functioning of all appointed committees.
- c. Oversee the efforts of the Service Learning Coordinator and his/her committee.
- d. Plan and implement all school dances.

### Section 3 Secretary

The secretary's duties shall consist of the following:

- a. Assist in preparation of leadership council meeting agendas.
- b. Record and furnish minutes of each leadership council meeting.
- c. Oversee the efforts of the Public Relations Director and his/her committee.
- d. Communicate correspondence between Associated Student Body Leadership Council

and general student body.

## Section 4 Treasurer

The treasurer's duties shall consist of the following:

- a. Supervise the successful operation of a YPICS student store.
- b. Organize and facilitate all student council fundraising efforts.
- c. Keep detailed records of all Leadership Council finances to be reported and made available at all meetings.
- d. Record periodic checks on all class and club finances and provide a report upon the request of the president.

## Section 5

### Commissioner of Activities

The Commissioner of Activities' duties shall consist of the following:

- a. Organize and facilitate all lunchtime activities, intramural sports, and spirit days with the assistance of an Activities Committee.
- b. Maintain advisement competition scoring for the school year and monitor class flags.
- c. Communicate anticipated expenses and request materials at least two weeks in advance of a planned event.
- d. Supervise activities committee.
- e. Attend all leadership council meetings.

## Section 6

### Service Learning Coordinator

The Service Learning Coordinator's duties shall consist of the following:

- a. Supervise after school service club meetings.
- b. Plan and execute school-wide service learning projects and community events.
- c. Serve as the liaison between advisement representatives and student council.
- d. Attend all leadership council meetings.

## Section 7

### Public Relations Director

The Public Relations Director's duties shall consist of the following:

- a. Film and direct weekly "Knightly News" Publicity Broadcasts.
- b. Publicize student activities via newsletters, posters, and public announcements.
- c. Supervise public relations and publicity committee.
- d. Attend all leadership council meetings.

## Section 8

## Classroom Representatives

### All Classroom Representatives' duties shall consist of the following:

- a. Attend all leadership council meetings.
- b. Represent their respective advisement periods on all pertinent committees.
- c. Serve as an intermediary between their respective advisement periods and leadership council to communicate needs, concerns, and issues of both parties.
- d. Assist as needed on all school activities, events, and functions.

## Section 9

All officers and members of the Leadership Council will inform the president, vice president, or secretary of the absence prior to meetings; these officers will be responsible to the sponsor. Not informing the above officers of an absence in advance will be considered an unexcused absence. After three unexcused absences, a notice will be given; two additional unexcused absences will constitute a removal from office. The Executive Board will appoint a replacement for the remainder of the term of office with the approval of Leadership Council members.

## Section 10

### Qualifications for Holding Student Body Office

In order to remain in office, a student body officer must maintain academic eligibility and citizenship for each reporting period; that is, a student in office may not receive a grade lower than a C, nor a Citizenship or Work Habit grade lower than Satisfactory. Any D or F in grade, or U in Citizenship or Work Habits will result in a forfeiture of office for that report period, but may be reinstated under special circumstances upon discretion of leadership council advisor(s) and/or Director of Operations.

## Article VIII: Leadership Council Meetings

### Section 1

The government of the Student Body shall be vested in the Leadership Council to make the by-laws which govern Student Body activities, and which will be subject to the approval of the administration and the sponsor(s).

### Section 2

By-laws passed by the Leadership Council shall be recorded in a designated section of the Leadership Council minutes.

### Section 3

The Leadership Council meetings shall consist of the following members: President, Vice-President, Secretary, Treasurer, Commissioner of Activities, Service Learning Coordinator, Public Relations Director, and representatives from all advisement classes.

## Section 4

Leadership Council Advisor(s) will assist in meeting organization and facilitation.

The Leadership Council shall meet at least every other week for formal leadership meetings using the following format for its agenda as prepared by president and secretary:

1. Call Meeting to Order
2. Announcements
3. Roll Call
4. Reading and Approval of Minutes of Previous Meeting
5. Treasurer's Report
6. Committee Reports
7. Old Business
8. New Business
9. Adjourn Meeting

## Section 5

The Director of Operations or designee, counselor, and advisor(s) shall be ex officio members of the leadership council.

## Section 6

The leadership council may act as a quorum with a simple majority vote of the members present.

## Section 7

The student body officers shall participate in a weeklong leadership retreat during the summer in preparation for the new school year. Retreat activities will include team building activities, leadership training, and program planning.

## Section 8

The student body officers shall meet at the beginning of each school term or as needed to review the requests for various leadership council activities. The Director of Operations, Director of Operations designee, and/or advisor(s) shall be members of this committee. A school calendar of leadership council approved events shall be maintained and consistently updated. Requests for events must be submitted and approved by the Leadership Council at least two weeks prior to the event, unless Executive Board and Advisor(s) give exception. Requests for events shall be considered on the basis of class seniority and order of submission. Funds generated by the Leadership Council will be used only for student body activities as outlined and submitted by the appropriate leadership council committees. A two-thirds vote by the Leadership Council is needed to pass committee monetary expenditure recommendations.

## Section 9



The Director of Operations shall schedule meetings at monthly and/or quarterly intervals with the Leadership Council Executive Board and advisor(s) to be updated on Leadership Council plans and events.

## Article IX: Amendments to the Constitution

### Amendments to this constitution are made in the following manner:

1. The constitution may be amended by a two-thirds (2/3) vote of the Associated Student Body Leadership Council, provided such amendment has first been approved by the faculty advisor(s).
2. The proposed amendment must be thoroughly explained to the council before voting to ratify. Amendment shall become operative immediately.

## Article X: Enabling Clause

### Section 1

The constitution shall be established upon ratification by two-thirds of the members of the YPI Charter School's Associated Student Body Leadership Council.

### Section 2

This constitution shall become effective upon ratification.

### Section 3

At this time, all previous documents shall become null and void.

## APPENDIX E

# Uniform Complaint Procedure: Annual Notice

YPI Charter Schools, Inc., which operates Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School (collectively referred to herein as "YPICS") has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

YPICS shall investigate and seek to resolve complaints using policies and procedures

known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any YPICS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the compliance officer(s) of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officers:

<b>Bert Corona Charter School</b>	<b>Monseñor Oscar Romero Charter School</b>	<b>Bert Corona Charter High School</b>
Dr. Kevin Myers, Executive Administrator drmyers@coronacharter.org	Freddy Zepeda, Interim Executive Administrator mrzepeda@romerocharter.org	Ruben Duenas, Interim Executive Administrator rduenas@coronacharter.org
<b>YPI Charter Schools, Inc.</b>		
Yvette King-Berg, Executive Director, ykingberg@ypics.org 10660 White Oak Avenue, Granada Hills, CA 91344 (818) 834-5805		

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the compliance officer or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance

with the YPICS' procedures.

The complainant has a right to appeal YPICS' Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of YPICS' Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of YPICS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the compliance officer.



August 28, 2023

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

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

**SUBJECT: Recommendation to approve 2023-2024 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for BCCS, MORCS, and BCCHS**

## **BACKGROUND**

The Consolidated Application (ConApp) is the annual fiscal companion to the LEA/SSD Plan. The SBE approves initial LEA Plans and subsequent ConApp submissions. The ConApp is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Local Education Agencies (LEAs) must have an approved ConApp before federal funds can be apportioned to LEAs.

## **ANALYSIS**

As part of the Consolidated Application process, a *Certification of Assurances* must be approved by the Board and signed by the authorized representative of each school.

Additionally, ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools, and a *Protected Prayer Certification Statement* must be approved by the Board annually.

Finally, to receive specific categorical funds for a school year, each school must apply for the funding through the completion and submission of an *Application for Funding* also approved by the Board annually.

## **RECOMMENDATION**

The Board of Directors is recommended to **approve the 2023-2024 Application for Funding for BCCS, MORCS, and BCCHS.**

## 2021–22 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2023.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2021–22 Title II, Part A allocation	\$8,815
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$8,815

### Professional Development Expenditures

Professional development for teachers	\$3,432
Professional development for administrators	\$740
Consulting/Professional services	\$0
Induction programs	\$3,000
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$1,643

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,815
2021–22 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2022–23 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2023.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$9,180
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$9,180

### Professional Development Expenditures

Professional development for teachers	\$957
Professional development for administrators	\$2,107
Consulting/Professional services	\$0
Induction programs	\$4,800
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$1,316

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$9,180
2022–23 Unspent funds	\$0

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Ruben
Homeless liaison last name	Duenas
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	rduenas@ypics.org
Homeless liaison telephone number (Format: 999-999-9999)	818-270-1340
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

## Homeless Liaison Training Information

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

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### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	
Attendance officers and registrars	
Teachers and instructional assistants	
School counselors	

### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/26/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

### Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

### Title I, Part A Homeless Expenditures

2022–23 Title I, Part A LEA allocation	\$75,110
2022–23 Title I, Part A direct or indirect services to homeless children reservation	\$100

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2022–23 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided but paid for with other funds.

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Bert Corona Charter High (19 64733 0132126)

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## 2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/17/2023
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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**2023–24 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b>	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b>	05/31/2018
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2023–24 Application for Funding

### CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---------------------------------------------------------------------------------------------------------------------------------	-----

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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### 2023–24 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Annie Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.15
Estimated English learner student count	42
Estimated English learner student program allocation	\$5,256

**Note: \$10,000 minimum program eligibility criteria**

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

### Budget

Professional development activities	\$5,256
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$5,256

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2023–24 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2021–22 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2023.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2021–22 Title II, Part A allocation	\$16,715
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$16,715

### Professional Development Expenditures

Professional development for teachers	\$2,715
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$14,000
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$16,715
2021–22 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2022–23 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2023.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$13,787
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$13,787

### Professional Development Expenditures

Professional development for teachers	\$2,010
Professional development for administrators	\$2,715
Consulting/Professional services	\$0
Induction programs	\$4,800
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$4,262

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$13,787
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Freddy
Homeless liaison last name	Zepeda
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	mrzepeda@romerocharter.org
Homeless liaison telephone number (Format: 999-999-9999)	213-413-9600
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	
Attendance officers and registrars	
Teachers and instructional assistants	
School counselors	

### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	06/26/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

### Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

### Title I, Part A Homeless Expenditures

2022–23 Title I, Part A LEA allocation	\$124,189
2022–23 Title I, Part A direct or indirect services to homeless children reservation	\$109

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 8/25/2023 11:27 AM

## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2022–23 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided but paid for with other funds.

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft  
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 Date: 8/17/2023 11:32 AM

## 2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/17/2023
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2023–24 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b>	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b>	05/31/2018
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

**\*\*\*Warning\*\*\***

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## 2023–24 Application for Funding

### CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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## 2023–24 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

### CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.15
Estimated English learner student count	110
Estimated English learner student program allocation	\$13,767

### Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

### Budget

Professional development activities	\$13,767
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$13,767

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 8/17/2023 11:33 AM

**2023–24 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2021–22 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2023.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2021–22 Title II, Part A allocation	\$16,901
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$16,901

### Professional Development Expenditures

Professional development for teachers	\$2,884
Professional development for administrators	\$1,118
Consulting/Professional services	\$0
Induction programs	\$12,300
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$599

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$16,901
2021–22 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2021–22 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2023.

### CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	\$31,400
Transferred-in amount	\$0
2021–22 Total allocation	\$31,400
<b>Object Code - Activity</b>	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$31,400
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$31,400
2021–22 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2022–23 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2023.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$15,480
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$15,480

### Professional Development Expenditures

Professional development for teachers	\$5,945
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$7,200
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$2,335

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$15,480
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2022–23 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2023.

### CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2022–23 Title III EL student program allocation	\$34,350
Transferred-in amount	\$0
2022–23 Total allocation	\$34,350
<b>Object Code - Activity</b>	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$34,350
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$34,350
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Kevin
Homeless liaison last name	Myers
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	drmyers@coronacharter.org
Homeless liaison telephone number (Format: 999-999-9999)	818-585-2305
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	No
School counselors	No

### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	06/26/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

### Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

### Title I, Part A Homeless Expenditures

2022–23 Title I, Part A LEA allocation	\$130,052
2022–23 Title I, Part A direct or indirect services to homeless children reservation	\$101

**\*\*\*Warning\*\*\***

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Bert Corona Charter (19 64733 0106872)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 8/25/2023 11:16 AM

**2022–23 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2022–23 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided but paid for with other funds.

**\*\*\*Warning\*\*\***

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Bert Corona Charter (19 64733 0106872)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 8/17/2023 9:47 AM

**2023–24 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	08/17/2023
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2023–24 LCAP Federal Addendum Certification

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b>	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b>	05/31/2018
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

**\*\*\*Warning\*\*\***

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## 2023–24 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---------------------------------------------------------------------------------------------------------------------------------	-----

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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## 2023–24 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

### CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.15
Estimated English learner student count	109
Estimated English learner student program allocation	\$13,641

### Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

### Budget

Professional development activities	\$13,641
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$13,641

**\*\*\*Warning\*\*\***

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**2023–24 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

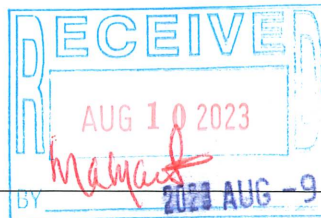
Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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California Department of Education  
 Fiscal Administrative Services Division  
 AO-400 (REV. 09/2014)



**Grant Award Notification**

<b>GRANTEE NAME AND ADDRESS</b> Ruben Duenas, Executive Administrator Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331-4223		<b>CDE GRANT NUMBER</b>				
<b>Attention</b> Ruben Duenas, Executive Administrator		<b>FY</b> 2023	<b>PCA</b> 25568	<b>Vendor Number</b> C0654	<b>Suffix</b> 00	
<b>Program Office</b> Accounting Office, Grant Funds		<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>		<b>COUNTY</b> 19		
<b>Telephone</b> (818) 834-5805		<b>Resource Code</b> 6332	<b>Revenue Object Code</b> 8590	<b>INDEX</b> 0615		
<b>Name of Grant Program</b> California Community Schools Partnership Program (CCSPP): Implementation Grant, Cohort 2						
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>
	\$3,562,500	N/A	\$3,562,500	N/A	07/01/2023	06/30/2028
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>		<b>Federal Agency</b>		
N/A	N/A	N/A		N/A		

Bert Corona Charter School has been funded for the CCSPP Implementation Grant.

This award is contingent upon the availability of funds. If the Legislature reduces or defers the funding upon which this award is based, this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Nicole Marcheschi, Associate Governmental Program Analyst  
 Career and College Transition Division  
 California Department of Education  
 1430 N Street, Suite 4202  
 Sacramento, CA 95814-5901

<b>California Department of Education Contact</b> Lisa Reimers		<b>Job Title</b> Education Programs Consultant	
<b>E-mail Address</b> CCSPP@cde.ca.gov		<b>Telephone</b> 916-322-1762	
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 		<b>Date</b> July 31, 2023	
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b>			
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding.</i>			
<b>Printed Name of Authorized Agent</b>		<b>Title</b>	
<b>E-mail Address</b>		<b>Telephone</b>	
<b>Signature</b> ▶		<b>Date</b>	

CDE Grant Number: 2021–25366-C0654-00

July 31, 2023

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### Grant Award Notification (continued)

The following grant conditions apply:

1. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). This AO-400 must be signed by the superintendent or an authorized official and **returned within 10 working days.**
2. All approved program funds must be expended within the dates designated and for the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. No extensions of this grant will be allowed.
3. The grantee will support the expansion, continuation, or addition of community schools in accordance with the CCSPP application that was submitted by the grantee. The purpose of this program is to help build the capacity of local educational agencies (LEAs) to plan, implement, and coordinate community schools. The AO-400 is in accordance with the provisions of California *Education Code (EC)* sections 8900 through 8902 and the Community Schools Framework. These funds may not supplant current costs. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration and accounting for public school funds, including (but not limited to) California *EC*.
4. The grantee must limit administrative indirect costs to the rate approved by the California Department of Education (CDE) for the applicable fiscal year in which the funds are spent.
5. Scheduled payments of grant funds will be as follows:
  - The first payment: Ninety percent of the grant funds for the first program year will be released upon completion and return of the AO-400 and the receipt and approval by the High School Innovations and Initiatives Office (HSIIO) of a community school plan for each new community school, as indicated in the grantee's application.
  - The second through fifth payment: Ninety percent of the grant funds for the current program year and five percent from the previous year's withholding will be released upon the receipt and approval by the HSIIO and/or a Technical Assistance Center (TAC) of the Annual Progress Report, Implementation Plan Update, Sustainability Plan, and Expenditure Report, which are due annually no later than June 30, 2023; June 30, 2024; June 30, 2025; and June 30, 2026.
  - The final payment: The remaining portion of the entire grant budget will be released upon receipt and approval by the HSIIO and/or a TAC of the required End-of-Project Report and Expenditure Report, which is due no later than June 30, 2027.
6. General Assurances are hereby incorporated by reference. The CDE has agreed to accept the assurances currently provided in the LEA's Consolidated Application. The CDE will verify if the agency has submitted the required certifications and assurances.

CDE Grant Number: 2021–25366-C0654-00

July 31, 2023

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**Grant Award Notification (continued)**

7. The grantee agrees to submit all required deliverables no later than the due dates set forth in the Request for Applications. The grantee also agrees to participate in technical assistance activities provided by the CDE and Lead and Regional TAC(s). Late submissions will delay progress payments. All required reports must be approved by the HSIIO and/or a TAC before progress payments will be made. Failure to submit the required deliverables by the established due dates may jeopardize LEA funding. Late or non-submission of the required deliverables may result in termination of the grant with the CDE and billing for any funds given to the LEA in advance. Failure to submit required deliverables may also jeopardize future eligibility for grant funding.
  
8. Under authority of the CDE, if the LEA is identified as noncompliant, special conditions may be imposed. The State Superintendent of Public Instruction may authorize the CDE to withhold partial or total funding. LEAs with sanctions will receive notification of special conditions. No payments will be released to LEAs with special conditions until the CDE receives written notification from the LEA agreeing to the special conditions.

If you have any questions regarding the CCSP grant requirements, please email [CCSP@cde.ca.gov](mailto:CCSP@cde.ca.gov).







August 24, 2023

**TO:** YPI Charter Schools, Inc. Board of Directors

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

**SUBJECT: \*UPDATED\* YPICS Board of Trustees Meetings for 2023-2024**

**BACKGROUND**

This revised version reflects the addition of a regular meeting in February 2024.

Date	Type
July 17, 2023	Regular Board Meeting, Monday 6:00 pm
August 28, 2023	Regular Board Meeting, Monday 6:00 pm
September 23, 2023	Board Retreat (Data & Strategic Planning) Saturday 9:00 am – 3:00 pm
September 25, 2023	Regular Board Meeting, Monday 6:00 pm
October 30, 2023	Regular Board Meeting, Monday 6:00 pm
November 6, 2023	Technology Committee: 6:00 pm
November 13, 2023	Fiscal Committee: 6:00 pm
November 27, 2023	Academic Committee: 6:00 pm
December 11, 2023	Regular Board Meeting, Monday 6:00 pm
February 5, 2024	Academic Committee 5:00 pm; Regular Board Meeting 6:00 pm
February 12, 2024	Fiscal Committee: 6:00 pm
February 26, 2024	Technology Committee: 6:00 pm
March 11, 2024	Regular Board Meeting, Monday 6:00 pm
April 22, 2024	Regular Board Meeting, Monday 6:00 pm
May 20, 2024	Regular Board Meeting, Monday 6:00 pm
June 3, 2024	Fiscal Committee 5:00 pm; Regular Board Meeting 6:00 pm
June 24, 2024	Regular Board Meeting, Monday 6:00 pm



## Appendix A Academic Committee

Academic Committee	
Committee Member(s): Chair Lopez and Mendoza YPICS Support Staff: ED King-Berg, CAO LaVan, Executive Administrators (EA), and Instructional Coordinators (Myers, Zepeda, and Garcia)	
Date	Type
July 17, 2023	Regular Board Meeting, Monday 6:00 pm
August 28, 2023	Regular Board Meeting, Monday 6:00 pm
September 23, 2023	Board Retreat (Data & Strategic Planning) Saturday 9:00 am – 3:00 pm
September 25, 2023	Regular Board Meeting, Monday 6:00 pm
October 30, 2023	Regular Board Meeting, Monday 6:00 pm
November 27, 2023	Academic Committee: 6:00 pm
December 11, 2023	Regular Board Meeting, Monday 6:00 pm
February 5, 2024	Academic Committee: 5:00 pm
February 5, 2024	Regular Board Meeting, Monday 6:00 pm
March 11, 2024	Regular Board Meeting, Monday 6:00 pm
April 22, 2024	Regular Board Meeting, Monday 6:00 pm
May 20, 2024	Regular Board Meeting, Monday 6:00 pm
June 3, 2024	Regular Board Meeting, Monday 6:00 pm
June 24, 2024	Regular Board Meeting, Monday 6:00 pm



## Appendix B Fiscal Committee

Fiscal Committee	
Committee Member(s): Chair Green, Keipp, Njboke, and Community Member Wallace YPICS Support Staff: ED King-Berg, COO Dueñas, and ExED Senior VP Castillo	
Date	Type
July 17, 2023	Regular Board Meeting, Monday 6:00 pm
August 28, 2023	Regular Board Meeting, Monday 6:00 pm
September 23, 2023	Board Retreat (Data & Strategic Planning) Saturday 9:00 am – 3:00 pm
September 25, 2023	Regular Board Meeting, Monday 6:00 pm
October 30, 2023	Regular Board Meeting, Monday 6:00 pm
November 13, 2023	Fiscal Committee: 6:00 pm
December 11, 2023	Regular Board Meeting, Monday 6:00 pm
February 5, 2024	Regular Board Meeting, Monday 6:00 pm
February 12, 2024	Fiscal Committee: 6:00 pm
March 11, 2024	Regular Board Meeting, Monday 6:00 pm
April 22, 2024	Regular Board Meeting, Monday 6:00 pm
May 20, 2024	Regular Board Meeting, Monday 6:00 pm
June 3, 2024	Fiscal Committee 5:00 pm
June 3, 2024	Regular Board Meeting 6:00 pm
June 24, 2024	Regular Board Meeting, Monday 6:00 pm



## Appendix C Tech Committee

Tech Committee	
Committee Member(s): Chair Cho YPICS Support Staff: COO Dueñas and Technology Director Bradford	
Date	Type
July 17, 2023	Regular Board Meeting, Monday 6:00 pm
August 28, 2023	Regular Board Meeting, Monday 6:00 pm
September 23, 2023	Board Retreat (Data & Strategic Planning) Saturday 9:00 am – 3:00 pm
September 25, 2023	Regular Board Meeting, Monday 6:00 pm
October 30, 2023	Regular Board Meeting, Monday 6:00 pm
November 6, 2023	Tech Committee: 6:00 pm
December 11, 2023	Regular Board Meeting, Monday 6:00 pm
February 5, 2024	Regular Board Meeting, Monday 6:00 pm
February 26, 2024	Tech Committee: 6:00 pm
March 11, 2024	Regular Board Meeting, Monday 6:00 pm
April 22, 2024	Regular Board Meeting, Monday 6:00 pm
May 20, 2024	Regular Board Meeting, Monday 6:00 pm
June 3, 2024	Regular Board Meeting, Monday 6:00 pm
June 24, 2024	Regular Board Meeting, Monday 6:00 pm

## Coversheet

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

<b>Section:</b>	VI. Items Scheduled For Action
<b>Item:</b> Instructional Materials"	A. Recommendation to approve Board Resolution 2023-1 "Sufficiency of Instructional Materials"
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	A. Sufficiency of Instructional Materials August 2023 Board Brief .pdf Sufficiency of Instructional Materials Board Resolution NO. 2023-1 (1).pdf A. YPICS_Williams_Curriculum_Inventory_-_BCCS (1).pdf A. YPICS_Williams_Curriculum_Inventory_-_MORCS (1).pdf A. YPICS_Williams_Curriculum_Inventory_-_BCCHS__1_ (1).pdf



August 28, 2023

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

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

**SUBJECT: Recommendation to approve Resolution #52: Sufficiency of Instructional Materials**

## **BACKGROUND**

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

## **ANALYSIS**

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

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

## **RECOMMENDATION**

It is recommended that the Board of Trustees approve Resolution #2023-1: Sufficiency of Instructional Materials.



## **Board Resolution #2023-1**

### **RESOLUTION OF THE BOARD OF TRUSTEES OF THE YPI CHARTER SCHOOLS**

#### **SUFFICIENCY OF INSTRUCTIONAL MATERIALS**

**WHEREAS**, the governing board of the YPI Charter Schools, to comply with the requirements of *Education Code* Section 60119, held a public hearing on August 28, 2023, at 6:00 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

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

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

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

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

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

**WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects and the YPI Charter Schools have provided sufficient textbooks and materials as per the list included with the 8/28/23 Board packet (see attached).

**NOW THEREFORE**, it is resolved that for the 2023-2024 school year, the YPI Charter Schools has provided each pupil with sufficient textbooks or instructional materials aligned to the academic content standards, consistent with the cycles and content of the curriculum frameworks, and the materials approved to date by the California State Board of Education.

**PASSED, APPROVED AND ADOPTED** this 28<sup>th</sup> day of August 2023 by the following vote:



AYES:

NOES:

ABSENT:

ABSTAIN:

**Date: 8/28/2023**

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Mary Keipp, Board Chair

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Sandra Mendoza, Board Secretary

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
Student Leadership	Leadership	2719	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Advisory	Advisory	6001	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Physical Education	P.E.	9311	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
English Language Development	English Language Development	4112	Ready Common Core Reading Instruction		Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English Support	9103	Ready Common Core Reading Instruction	978-0-7609-8557-1 978-0-7609-8558-8 978-0-7609-8559-5	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-6th	21016	Ready Common Core Reading Instruction	978-0-7609-8557-1	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-7th	21017	Ready Common Core Reading Instruction	978-0-7609-8558-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-8th	21018	Ready Common Core Reading Instruction	978-0-7609-8559-5	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
History and Social Studies	Social Studies-6th	27346	TCI History Alive! The Ancient World	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	Social Studies-7th	27347	TCI History Alive! The Medieval World and Beyond	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	History-8th	27348	TCI History Alive! The United States Through Industrialism	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	History Support	9312	TCI History Alive! The Ancient World TCI History Alive! The Medieval World and Beyond TCI History Alive! The United States Through Industrialism	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
Mathematics	Pre-Algebra	2424	i-Ready Classroom Mathematics	978-7280-1302-2	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Mathematics	Math-6th	2431	i-Ready Classroom Mathematics	978-7280-1298-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Mathematics	Math-7th	2432	i-Ready Classroom Mathematics	978-7280-1300-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Mathematics	Foundational Math Support	9245	i-Ready Classroom Mathematics	978-7280-1302-2 978-7280-1298-8 978-7280-1300-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Science	Science Support	9510	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-6th	2652	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-7th	2653	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-8th	2654	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
Student Leadership	Leadership	2719	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Advisory	Advisory	6001	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Film	Introduction to Film/Video Pro	7243	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Physical Education	P.E.	9311	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
English Language Development	English Language Development	4112	Ready Common Core Reading Instruction		Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English Support	9103	Ready Common Core Reading Instruction	978-0-7609-8557-1 978-0-7609-8558-8 978-0-7609-8559-5	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
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English Language Arts	English-7th	21017	Ready Common Core Reading Instruction	978-0-7609-8558-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-8th	21018	Ready Common Core Reading Instruction	978-0-7609-8559-5	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
History and Social Studies	Social Studies-6th	27346	TCI History Alive! The Ancient World	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	Social Studies-7th	27347	TCI History Alive! The Medieval World and Beyond	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
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Mathematics	Pre-Algebra	2424	i-Ready Classroom Mathematics	978-7280-1302-2	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
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Science	Science Support	9510	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-6th	2652	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-7th	2653	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-8th	2654	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
	AP Spanish Language and Culture	2275	na	n/a	n/a	n/a	n/a	AP Classroom: <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a> <a href="https://apspanlang.com/">https://apspanlang.com/</a> <a href="https://cnespanol.cnn.com/">https://cnespanol.cnn.com/</a>	
	Resource Specialist Program	88	Multiple Novels	n/a	n/a	n/a	n/a		
	CHANGING HEARTS AND MINDS: ENG	2133	Multiple Novels	n/a	n/a	n/a	n/a	<a href="https://www.audible.com">Audible.com</a> <a href="https://www.achieve3000.com">Achieve3000.com</a> <a href="https://www.newsela.com">Newsela.com</a> <a href="https://www.paperrater.com">Paperrater.com</a> <a href="https://www.commonlit.com">CommonLit.com</a>	
	AP English Language and Comp	2170	Multiple Novels	n/a	n/a	n/a	n/a	* <a href="https://www.audible.com">Audible.com</a> <a href="https://www.achieve3000.com">Achieve3000.com</a> <a href="https://www.newsela.com">Newsela.com</a> <a href="https://www.paperrater.com">Paperrater.com</a> <a href="https://www.commonlit.com">CommonLit.com</a> * AP Classroom: <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a>	
	Spanish (1 AND 2)	2206	Avancemos! SPANISH 1	978-0-618-76598-0	Houghton Mifflin Harcourt Publishing Company	Houghton Mifflin Harcourt Publishing Company	Y	<a href="https://www.duolingo.com">duolingo.com</a> <a href="https://studyspanish.com">studyspanish.com</a>	
	Spanish 2	2225	Avancemos! Spanish 2	978-01-544-86122-0	Houghton Mifflin Harcourt Publishing Company	Houghton Mifflin Harcourt Publishing Company	Y	<a href="https://www.duolingo.com">duolingo.com</a> <a href="https://studyspanish.com">studyspanish.com</a>	
	HS P.E.	2514	n/a	n/a	n/a	n/a	n/a	n/a	
	Leadership	2719	n/a	n/a	n/a	n/a	n/a	n/a	
	Yearbook	2801	n/a	n/a	n/a	n/a	n/a	n/a	
	HS Instructional support	3020	n/a	n/a	n/a	n/a	n/a	n/a	
	Community Service	4902	n/a	n/a	n/a	n/a	n/a	n/a	
	Visual Arts 2	5729	n/a	n/a	n/a	n/a	n/a	Google (Classroom, Docs, Sheets, Slides, Meet, Drive, Translate) Adobe Cloud (Photoshop, Illustrator, Lightroom, Animate, Premiere, After Effects, Audition) Garage Band, Tinkercad, Figma Mote	
	Visual and Media Arts III	5737	n/a	n/a	n/a	n/a	n/a	Google (Classroom, Docs, Sheets, Slides, Meet, Drive, Translate) Adobe Cloud (Photoshop, Illustrator, Lightroom, Animate, Premiere, After Effects, Audition) Garage Band, Tinkercad, Figma Mote	
	Advisory	6001	n/a	n/a	n/a	n/a	n/a	n/a	
	Teacher Prep	6021	n/a	n/a	n/a	n/a	n/a	n/a	
	Teacher Assistant	6022	n/a	n/a	n/a	n/a	n/a	n/a	
	Health 11	1530400	n/a	n/a	n/a	n/a	n/a	n/a	
	Junior Seminar	1100	n/a	n/a	n/a	n/a	n/a	n/a	
	AP Environmental Science	2674	Environmental Science for the AP Course	ISBN-13: 978-1-319-11329-2. ISBN-10: 1-319-11329-X	Bedford, Freeman & Worth High School Publisher	Andrew Friedland and Rick Relyea	Y	PhET: <a href="https://phet.colorado.edu/en/">https://phet.colorado.edu/en/</a> CK12 Flexbook for Chemistry: <a href="https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0">https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0</a> Data Classroom: <a href="https://dataclassroom.com/en">https://dataclassroom.com/en</a> Gizmos: <a href="https://gizmos.explorellearning.com/">https://gizmos.explorellearning.com/</a> AP Classroom: <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a>	

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
	AP Biology	2670	Principles of Life	978-1-4641-0947-8	Sinauer Macmillan	David M. Hillis, David Sadava, Richard W. Hill, and Mary V. Price	Y	PhET <a href="https://phet.colorado.edu/en/">https://phet.colorado.edu/en/</a> Gizmos <a href="https://gizmos.explorellearning.com/">https://gizmos.explorellearning.com/</a> AP Classroom <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a> NOVA Labs <a href="https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser">https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser</a>	
	Found in Visual & Media Arts	2820		n/a	n/a	n/a	n/a	Google (Classroom, Docs, Sheets, Slides, Meet, Drive, Translate) Adobe Cloud (Photoshop, Illustrator, Lightroom, Animate, Premiere, After Effects, Audition) Garage Band, Tinkercad, Figma Mote	
	Language Takes the Stage: ENG	2130	Multiple Novels	n/a	n/a	n/a	n/a	Short Stories for HS Students <a href="https://americanliterature.com/high-school-short-stories">https://americanliterature.com/high-school-short-stories</a> StudySync ELA <a href="https://www.studysync.com/products/ela">https://www.studysync.com/products/ela</a>	
	Get Reel: English through Your	2131	Multiple Novels	n/a	n/a	n/a	n/a	Short Stories for HS Students <a href="https://americanliterature.com/high-school-short-stories">https://americanliterature.com/high-school-short-stories</a> StudySync ELA <a href="https://www.studysync.com/products/ela">https://www.studysync.com/products/ela</a>	
	DESIGNINGTHEAMERICANDREAM ENG	2132	Multiple Novels	n/a	n/a	n/a	n/a	Audible.com Achieve3000.com Newsela.com Paperater.com CommonLit.com	
	U.S. History and Public Health	2709	History Alive! Pursuing American Ideals	978-1-934534-88-5	Teachers' Curriculum Institute	Diane Hart	Y	Thinking Nation: <a href="https://www.thinkingnation.org/">https://www.thinkingnation.org/</a>	
	World History By Design	2711	History Alive! World Connections	978-1-58371-948-0	Teachers' Curriculum Institute	David Fausulo, Brent Goffa adn David Holford	Y	Thinking Nation: <a href="https://www.thinkingnation.org/">https://www.thinkingnation.org/</a>	
	Algebra 2 for the 21st Century	2404	Algebra 2 Common Core	ISBN-13: 978-0-13-328116-3. ISBN-10: 0-13-328116-7	Pearson Education Inc.	Randall I. Charles, Baisa Hall, Dan Kennedy, Allan E. Bellman, Sadie Chavis Bragg, William G. Handlin, Stuart J. Murphy and Grant Wiggins	Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	
	Geometry + Computer Vis	2439	Geometry Common Core	ISBN-13: 978-0-13-328115-6. BSN-10: 0-13-328115-9	Pearson Education Inc.	Randall I. Charles, Baisa Hall, Dan Kennedy, Laurie E. Bass, Art Johnson, Stuart J. Murphy and Grant Wiggins	Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	
	Pre-Calculus	2444					Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	
	Da Vinci Algebra 1 - Math	2446	Algebra 1 Common Core	ISBN-13: 978-0-13-318548-5 ISBN-10: 0-13-318548-6	Pearson Education Inc.	Randall I. Charles, Baisa Hall, Dan Kennedy, Allan E. Bellman, Sadie Chavis Bragg, William G. Handlin, Stuart J. Murphy and Grant Wiggins	Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
	Biology and Community Health	2603	Biology for NGSS	978-1-927173-84-8	Biozone International Ltd	Tracey Greenwood, Lissa BAinbridge-Smith, Kent Pryor, and Richard Allan	Y	<p>PhET <a href="https://phet.colorado.edu/en/gizmos">https://phet.colorado.edu/en/gizmos</a> <a href="https://gizmos.explorelearning.com/">https://gizmos.explorelearning.com/</a></p> <p>NOVA Labs <a href="https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser">https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser</a></p>	
	CHEMISTRY AND ENVIRONMENTAL EN	2607	Chemistry Matter and Change	978-0-07-896405-3	The McGraw-Hill Companies, Inc.	Thandi Buthelezi, Lurel Dingrando, Nicholas Hainen, Cheryl Wistram and Dinah Zike	Y	<p>PhET: <a href="https://phet.colorado.edu/en/ck12">https://phet.colorado.edu/en/ck12</a> <b>Flexbook for Chemistry:</b> <a href="https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0">https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0</a></p> <p><b>Data Classroom:</b> <a href="https://dataclassroom.com/en">https://dataclassroom.com/en</a></p> <p><b>Gizmos:</b> <a href="https://gizmos.explorelearning.com/">https://gizmos.explorelearning.com/</a></p>	
	US Government		American Government	ISBN-13: 978--13-324082-5	Pearson Education Inc.	William A. McClenaghan	Y	<p>Thinking Nation: <a href="https://www.thinkingnation.org/">https://www.thinkingnation.org/</a></p>	
	Probability and Statistics		Elementary Statistics Picturing the World	ISBN-13: 978-0-321-91121-6	Pearson Education Inc.	Ron Larson and Betsy Faraber			
<p>The definition of instructional materials is in Education Code Section 60010 (h). This law states "Instructional materials" means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests."</p>									
<p><u>What are "technology-based materials"?</u></p> <p>The definition of technology-based materials is in Education Code Section 60010(m) as follows:</p> <p>(1) "Technology-based materials" means basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audiotapes, lesson plans, and databases.</p> <p>(2) Technology-based materials also includes the electronic equipment required to make use of those materials used by pupils and teachers as a learning resource, including, but not limited to, laptop computers and devices that provide internet access.</p>									
<p><u>Must LEAs use only state-adopted instructional materials?</u></p> <p>No. EC Section 60210 states the following:</p>									
<p>"(a) Notwithstanding any other law, a local educational agency may use instructional materials that are aligned with the academic content standards adopted pursuant to Section 60605 or 60605.8, including instructional materials that have not been adopted by the state board pursuant to Section 60200.</p> <p>(b) Instructional materials for mathematics that are aligned to common core academic content standards developed by the Common Core State Standards Initiative consortium pursuant to Section 60605.7 shall be deemed to be aligned to the content standards adopted pursuant to Section 60605 or 60605.8 for purposes of Section 60119.</p> <p>(c) If a local educational agency chooses to use instructional materials that have not been adopted by the state board, the local educational agency shall ensure that a majority of the participants of any review process conducted by the local educational agency are classroom teachers who are assigned to the subject area or grade level of the materials."</p>									

# Coversheet

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

**Section:** VI. Items Scheduled For Action  
**Item:** B. Recommendation to approve the Expanded Learning Opportunities  
Program Update for the YPI Charter Schools  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
ELOP Plan BCCS- Expanded Learning Opportunities Program Plan.pdf  
Board Brief Recommendation to Approve Update to ELOP Plan 8.28.23.docx.pdf

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



**BERT**  
**CORONA**  
CHARTER SCHOOL

Prepared by:  
YPI Charter Schools  
Ruben Duenas, Chief Operations Officer  
Karina Favela-Barreras, Senior Director of Community School Partnerships

Revised and approved on December 5, 2022  
Approved February 28, 2022  
Approved on

**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**



## Expanded Learning Opportunities Program Plan Guide

### Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

**Local Educational Agency (LEA) Name:** Bert Corona Charter School  
**Contact Name:** Dr. Kevin Myers  
**Contact Email:** drmyers@coronacharter.org  
**Contact Phone:** 818-834-5805

### Instructions:

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

- Bert Corona Charter School- 9400 Remick Ave Pacoima, CA 91331

### Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

**Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.**

Expanded learning opportunities will be offered on the campus of the Charter School and occasionally, off campus. The Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The Charter School is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. The Charter School implements a framework of School-wide Positive Behavior Intervention and Support in conjunction with Restorative Justice practices.

## 2—Active and Engaged Learning

**Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.**

The Charter School provides students with a rigorous standards-based instructional program for students. To ensure success for all students, staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the academic content. The Charter School leadership team will ensure alignment between academic goals and targets during the typical instructional day with learning opportunities either before school, after school, weekends, intersessions (Thanksgiving, winter, spring, and summer breaks), and holidays. The program will also include student clubs and sports to ensure students are meaningfully engaged. In addition to providing programs focused on academics, social emotional learning, enrichment and physical activities, the program will also implement activities such as the ones described below to further engage students in learning experiences which complement the regular school day learning.

Evening and/or weekend field trips:

- Visit Museums: Discovery Center, Natural History, Academy of Arts & Sciences, The Getty, LACMA, Autry, etc.
- Hiking experiences
- Sporting Events: Professional Baseball, Basketball, Soccer game, College Football, Basketball, Volleyball, Soccer game, etc.
- Musical Plays

- Practices off campus: i.e. Volleyball scrimmage on the beach
- Service Projects: Beach Clean-up, river clean-up
- College Visit: Campuses near our neighborhood
- Amusement Parks: in connection with math, physics, art, etc.

Overnight weekend field trips:

- College campus tours: Overnight college tour (1 night, 2 days)- visit Northern and Southern California colleges.
- Outdoor expeditions/programs (hiking, camping, backpacking, and ropes course)

Summer programs:

- College campus tours: Overnight college tour (3 night, 4 days) - Visit schools out of state
- Resident Programs: overnight programs on college campus
- Outdoor expeditions expeditions/programs (hiking, camping, backpacking, and ropes course)
- Summer Camp experiences: Technology, STEAM, College Bound, etc.
- Overnight sleep away camp
- Overnight (week long) educational tours: Programs out of state/country will provide students opportunities to learn other cultures and explore new cities/countries and geographical landmarks.

The Goals of the Expanded Learning Opportunities Program are:

1. To improve academic skills through Targeted Academic Support which will include tutoring and Project Based Learning Enrichment Classes
2. To create a sense of connection to school (belonging) thorough clubs and sports

ELOP programming will enhance the learning and growth opportunities provided during the regular school day and will not be a duplication.

### **3—Skill Building**

**Describe how the program will provide opportunities for students to experience skill building.**

The Charter School takes on a “triage” approach to screening student needs, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. The alignment between skill building opportunities before, during and after school will enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child. Data from iReady Assessments, class grades, attendance, and behavior referrals will be used to target students who can benefit from participation in the ELOP Programming. However, all students will be eligible to participate.

### **4—Youth Voice and Leadership**

**Describe how the program will provide opportunities for students to engage in youth voice and leadership.**

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

### **5—Healthy Choices and Behaviors**

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.**

The Charter School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the charter school's Wellness Policy. The YPICS wellness policy governs how the charter school supports students to make healthy choices and maintain healthy behaviors. The YPICS Board recognizes the link between student health and desires to provide a comprehensive program promoting healthy eating and physical activity for our students. We are committed to:

- Providing opportunities, support, and encouragement to all students to be physically active on a regular basis;
- Ensuring that all foods and beverages sold or served at the charter schools during school hours meet the minimum nutritional requirements according to the USDA Smart Snacks in Schools (SSIS) guidelines.

### **6—Diversity, Access, and Equity**

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

Programs, events, and learning experiences provided by the Charter School will offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants. All activities will respect and be responsive to the diversity of program participants, their families, and community.

The goal of the model is to make expanded learning guaranteed and viable so that all students who attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active. **To ensure all students can participate in before and after school programs, accessible transportation will be provided by the school when necessary.**

Staff assigned to work with students in the expanded learning program will reflect the diversity and language of the students they serve. Staff will be highly trained in meeting their linguistic needs and have explicit knowledge of working with students with disabilities.

### **7—Quality Staff**

**Describe how the program will provide opportunities for students to engage with quality staff.**

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and

paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I).

The Charter School will employ the following staff members for ELO-P:

1. Full-time YPICS staff that will work additional hours after school;
2. Highly qualified credentialed teachers;
3. Highly qualified paraprofessionals ;
4. Third-Party employees from a vendor such as “Think Together”

## **8—Clear Vision, Mission, and Purpose**

**Describe the program’s clear vision, mission, and purpose.**

The goal of the Expanded Learning Opportunities Program on YPICS campuses is to support students to build academic skills through Targeted Academic Support including Tutoring and Project Based Learning Enrichment Classes and to support students to build their social emotional skills through participation in students designed clubs and in sports.

## **9—Collaborative Partnerships**

**Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.**

YPICS Campuses currently have a partnership with “Think Together” to provide students with expanded learning opportunities. In 2020, Think Together in Los Angeles served 3,229 total students for 193,645 program hours. Think Together has worked with YPICS sites in the following manner:

Summer and After School Learning Programs: Provided recovery through expanded learning, enrichment and physical fitness over the summer months through a full-day program offering a variety of activities, with an emphasis on social-emotional learning and support; uses certificated teachers with expanded learning professionals. After School Learning Programs provided a variety of learning opportunities for our children.

## **10—Continuous Quality Improvement**

**Describe the program’s Continuous Quality Improvement plan.**

The Charter School employs a continuous quality improvement plan by identifying problems, implementing and monitoring corrective action and studying its effectiveness. YPICS maintains a cohesive instructional program based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, and modification of instruction based on student outcomes.

Based on the analysis of summative and formative assessments throughout the year, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development.

## **11—Program Management**

**Describe the plan for program management.**

The Coordinator of Community Schools will manage the program with the support of the Expanded Learning Coordinator, school site administrators and the After School Site Coordinator. The Senior Director of Community Schools Partnerships will provide grant and budget management and compliance support. The following are the steps for program management.

1. Identify students for the ELOP
2. Identify interested current staff
3. Develop a team to ensure components of the plan inclusive of the following:
  - Safe and Supportive Environment; Active and Engaged Learning; Skill Building; Youth Voice and Leadership; Healthy Choices and Behaviors; Diversity, Access, and Equity; Quality Staff; Clear Vision, Mission, and Purpose; Collaborative Partnership; Continuous Quality Improvement.
4. Manage funding for staffing and supplies
5. Assessment of program implementation

**General Questions**

**Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

ELO-P funding and programming will enhance the After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) programs on campus before school, after-school and during break like in the summer with activities that complement and support classroom-based instruction, and provides activities that support student to grow social-emotionally. The After School coordinator will be responsible for daily management of the program with support from the school site administration. ELOP programming will follow the same guidelines and expectations.

**Sample Program Schedule**

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

**Daily Program Schedule**

Snack/Attendance	3:30 - 4:00
Session 1	4:00 - 5:00
Session 2	5:00 - 6:30

**Nine-Hour Summer**

Before School	8:00-8:57
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Period 1	9:00-9:47
Period 2	9:50-10:37
Period 3	10:37-11:24
LUNCH	11:25-12:15
Period 5	12:15-1:05
Period 6	1:10-2:00
Session 1	2:00-3:30
Session 2	3:30-5:00

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

[LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.



[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).\

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



## YPI CHARTER SCHOOLS

August 25, 2023

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

**FROM:** Karina Favela-Barreras  
Senior Director Community Partnerships

**SUBJECT: Recommendation to approve the ELOP Plan Updates**

### **6—Diversity, Access, and Equity**

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

The goal of the model is to make expanded learning guaranteed and viable so that all students who attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active. To ensure all students can participate in before and after school programs, accessible transportation will be provided by the school when necessary.

### **11—Program Management**

**Describe the plan for program management.**

The Coordinator of Community Schools will manage the program with the support of the Expanded Learning Coordinator, school site administrators and the After School Site Coordinator. The Senior Director of Community Schools Partnerships will provide grant and budget management and compliance support. The following are the steps for program management.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the **ELOP Plan Updates**

## Coversheet

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

**Section:** VI. Items Scheduled For Action  
**Item:** C. Recommendation to approve the search for and purchase of vans for  
BCCHS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Vans Purchase- Board Proposal 8-28-23.pdf



August 28, 2023

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

**FROM:** Ruben Dueñas  
Chief Operations Officer

**SUBJECT: Recommendation to approve purchase of 2 vans for student transportation**

### **Background**

The Executive Director has the authority to approve expenditures up to \$50,000. Expenditures over \$50,000 must be approved by the Board of Directors. Bert Corona Charter High School has been accepted as a full member of CIF. For the past year, BCCHS has been using the BCCS vans to transport students to and from competitions. BCCHS currently has 80 students signed up to participate on school athletic teams. Sports is a large part of YPICS school culture and an important part of recruitment for the High School. YPICS currently operates 5 vans including 2 at MORCS and 3 at BCCS.

### **Request**

Staff is requesting to purchase 2 vans for Bert Corona Charter High School for a cost not to exceed \$108,000. The total cost includes a maintenance plan for the vehicles. Because of the short supply of 10 passenger vans, staff may purchase 8 passenger vans which would be at a much more reduced price.

### **RECOMMENDATION**

Staff recommends that the Board approve the purchase of two passenger vans for Bert Corona Charter High School to add to the 5 vans currently operated by YPICS.