

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday January 27, 2025 at 6:00 PM PST

Location

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

The meeting will be held at YPI Charter Schools Learning and Support Center.

Board members will be joining virtually from: 405 Hillgard Avenue, Los Angeles, CA 90024; 6934 Enfield Avenue Reseda, CA 91335; 501 S. Bixel Street, Los Angeles, CA 90017.

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: Invite Link

<https://us06web.zoom.us/j/87857632902>

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

YPI Charter Schools

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Record Attendance and Guests	Yesenia Zubia	
B.	Call the Meeting to Order	Mary Keipp	
C.	Additions/Corrections to Agenda	Mary Keipp	1 m
D.	Approval of December 9, 2024 Regular Board Meeting Minutes	Approve Minutes Mary Keipp	1 m

II. Communications **6:02 PM**

- A.** Presentations from the Public FYI Mary Keipp
END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449

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

Instructions for Presentations to the Board by Parents and Citizens

	Purpose		Presenter	Time
<p>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:</p>				

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

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

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

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

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

III. Items Scheduled for Information		6:02 PM
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A. Board Committee Updates	FYI	4 m
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1. Board Academic Committee update presented by Committee Chair Cesar Lopez-Next Meeting 2/3/25
2. Board Finance Committee update presented by Committee Chair, Michael Green-Next Meeting 2/10/25

	Purpose	Presenter	Time
3. Board Technology Committee update presented by Committee Chair, Dean Cho.- Next Meeting 2/24/25			
B. YPICS Director of Special Education's Report	FYI	Vashon Nutt	2 m
C. YPICS Senior Director of Community Schools Partnerships' Report	FYI	Karina Favela-Barreras	2 m
D. Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
E. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
F. Bert Corona Charter High School Executive Administrator/ COO's Report	FYI	Ruben Duenas	2 m
G. YPICS Chief Accountability Officer's Report	FYI	Ena Lavan	2 m
H. YPICS Executive Director's Report	FYI	Yvette King-Berg	2 m
IV. Consent Agenda Items			6:20 PM
A. Background	Vote		5 m
<p>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.</p> <p>Unless specifically requested by a Board member for further discussion or removal from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.</p>			
B. Consent Items	Vote	Yvette King-Berg	1 m
<ol style="list-style-type: none"> 1. Receive Williams Q2 Report on Uniform Complaints 2. Receive the Bert Corona Charter Middle ASES GAN for \$203,482.84 (July 1, 2024-June 30, 2025) 			
V. Items Scheduled For Action			6:26 PM
A. YPICS Financials	Vote	Irina Castillo	5 m
<p>This is a recommendation from the administration to approve the December 2024 financials and check registers as submitted.</p>			

	Purpose	Presenter	Time
<p>B. Approval of the Revised LCAP Federal Addendum for Monseñor Oscar Romero Charter School</p> <p>This is a recommendation from the administration to approve the Revised LCAP Federal Addendum for Monseñor Oscar Romero Charter School.</p>	Vote	Ena LaVan	5 m
<p>C. Approve the YPICS Final Fiscal Audit for the 23-24 Fiscal Year- Time Certain 6:30 PM</p> <p>This is a recommendation from CLA Wade McMullen, Principal, to approve the submitted YPICS amended Fiscal Audit for the 23-24 Fiscal Year.</p>	Vote	Irina Castillo	10 m
<p>D. Approve Revised YPICS Safe and Secure Learning Environment Policy 01/27/25</p> <p>This is an administration recommendation to approve the revised YPICS Safe and Secure Learning Environment Policy 01-27-25.</p>	Vote	Ruben Duenas	5 m
<p>E. Approval of Fiscal Policies and Procedures Addendum - Employees Paid From Federal Funds</p> <p>This is a recommendation from administration to approve an addendum to the Fiscal Policies and Procedures for employees paid from federal funds.</p>	Vote	Ena LaVan	2 m
<p>F. Recommendation to Re-file Q3 2021 ERC Claim</p> <p>This is a recommendation from administration to re-file the Q3 2021 ERC Claim.</p>	Vote	Yvette King-Berg	5 m
VI. Announcements			6:58 PM
<p>A. Next Board Meeting</p> <p>The next YPICS Regular Board Meeting is scheduled for Monday, February 24, 2025.</p>	FYI	Yvette King-Berg	2 m
VII. Closing Items			7:00 PM
<p>A. Adjourn Meeting</p>	Vote	Mary Keipp	

Coversheet

Approval of December 9, 2024 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of December 9, 2024 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on December 9, 2024

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday December 9, 2024 at 6:00 PM

Location

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

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<https://us06web.zoom.us/j/81830780138>

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Bert Corona Charter High School

12513 Gain Street Pacoima, CA 91331

Monseñor Oscar Romero Charter School

2670 W. 11th Street Los Angeles, CA 90006

Trustees Present

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

Trustees Absent

S. Mendoza, W. Njboke

Guests Present

E. LaVan, F. Zepeda, I. Castillo, R. Bradford, R. Duenas, V. Nutt, Y. King-Berg

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 Dec 9, 2024 at 6:15 PM.

C. Additions/Corrections to Agenda

Due to the two members' time constraints, we will take action items first. Mary made a motion to move the action items to the beginning of the meeting, and Michael seconded the motion.

Ayes: 4 No: 0

The motion passed unanimously.

There are no other additions or corrections to the agenda.

D. Approval of October 28, 2024 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from October 28, 2024 YPICS Regular Board Meeting on 10-28-24.

C. Lopez seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the public.

III. Items Scheduled for Information

A. Board Committee Updates

Lopez: Academic Update

The MORCS dashboard looks very good; only one area remains in the red.

BCCS had increases/ improvements in many areas but needs further analysis to determine the root causes of specific successes, such as the 16.9 growth in ELA. What was the cause? How can you replicate that again?

Keipp: Recommended setting the goal higher for increases in ELA for the 24-25 school year.

BCCHS: The verified data is scheduled to sunset before renewal. The second challenge is that the dashboard is built off of one grade level; therefore, you cannot see growth or process for ELA and Math test scores. The EA and COI will further analyze the data to begin tracking their data story over time to prepare for the next renewal cycle.

Green: No finance report because the next meeting is scheduled for the Winter of 2025.

Board Technology Committee Chair Cho attended the CITE Conference with the YPICS Director of Technology. AI is a hot topic, and guidelines are evolving. They need to include training for staff and teachers, security and protecting privacy, and current lawsuits involving E-Rate (we are in the last year of the funding cycle). Safety was also a popular topic.

A pilot program for cyber security was presented. When it is ready for testing, schools will be invited to join the pilot.

B. YPICS Director of Special Education's Report

Director of Special Education, Mr. Nutt, reported that one of the Resource Teachers from Monsenor Oscar Romero Charter School returned from maternity leave. The school will no longer need to pay for outside SPED contractors. He also shared an essential legal update from the Office of Special Education Programs (under-providing **and over-providing services are not compliant**).

C. YPICS Senior Director of Community Schools Partnerships' Report

YPICS COO Duenas reported that the Senior Direct of Community Schools Partnerships Favela-Barrajas—MTSS process and procedures document was created for rollout in January.

Think Together has had a staffing reorganization that will not impact YPI Charter schools. Instead, the changes are just the inner workings of the organization

D. Bert Corona Charter School Executive Administrator's Report

Dr. Myers was absent from this meeting, but his report was made available to the board. The BCCS COI, provided his report to the Board of Academic Committee at 5:00 PM today.

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

This board report will highlight Monseñor Oscar Romero Charter School's (MORCS) recent achievements as reflected in the California Schools Dashboard and our ongoing Professional Learning Communities (PLCs) outcomes. Our school's progress is evident through improved performance in key areas, including English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rates.

In addition to these measurable improvements, this report will share the impact of our recent 5-part PLC series, which focused on Differentiated Instruction, Culturally Responsive Teaching, and Special Education Inclusion. Teachers have strengthened their instructional practices through collaborative study and strategy implementation, creating more inclusive and engaging learning environments for all students. These efforts underscore MORCS's commitment to continuous growth and educational excellence.

When looking at subgroup performance, we saw exciting growth across all subgroups, with the only exception being students with disabilities in Mathematics. In English Language Arts, ELs, LTELs, and SWD all scored in the Orange range, while Hispanic and Socioeconomically Disadvantage students scored in the Yellow range.

In Mathematics, ELs, Hispanic and Latino, LTELs, and Socioeconomically Disadvantaged students scored in the Orange range, while Students with Disabilities scored in the Red range. This year, our goal is to implement Mathematics Performance Tasks and Mathematics Interim Assessments to collect data that will allow us to address learning gaps accordingly in core classes and support classes. We aim to continue improving in Mathematics and promote growth for all subgroups so that we do not have any groups in the Red range for the 24-25 school year.

F. Bert Corona Charter High School Executive Administrator/ COO's Report

The California School Dashboard comparison data for BCCHS for 2023 and 2024 is below. Of the six indicators, four indicators are a positive change from one year to the next considering:

- improvement in color (red to orange)
- increased or declined appropriately in points or percentage
- Maintained status

Mathematics continues to be the most significant area of need for growth for our students.

G. YPICS Chief Accountability Officer's Report

The YPICS CAO Lavan was available to respond to questions from the Board Regarding her report. There was nothing new to add to the report that had already been provided.

H. YPICS Executive Director's Report

Executive Director King-Berg provided an article on enrollment trends in California from EdWeek. She also provided an update on the charter renewal for MORCS, which was unanimously approved by the LAUSD Board. She discussed the nuances of approval based on finances.

IV. Consent Agenda Items

A. Background

B. Consent Items

There were no items on the consent agenda.

V. Items Scheduled For Action

A. YPICS Financials

M. Green made a motion to Approve YPICS October Financials.

C. Lopez seconded the motion.

The report reflects financials through 10/31 and includes all three schools; the enrollment is better than budgeted.

Last month, we discussed the increase in revenues based on the ERC.

The LREBG funds will be expended over future years, and the schools must develop a plan for how they will be spent through 2028. The schools will conduct a Needs Assessment, which will be incorporated into the 2024-25 LCAP actions.

Schools will end the year with positive outcomes.

BCCS: The big change is due to the relocation of state revenue; expenses and revenues were slightly higher, as were payments to the ERC lawyer.

MORCS: Enrollment is 11 students higher; high revenues and cash

BCCHS: 10 students below budget, but ERC funds project positive– moving funds as needed toward the end of the year, and enrollment has increased from last year, to 224.

Check register questions:

-Student Teacher Residency Program \$8k

-Panorama Education: used for MTSS Community Schs \$18k

Board Chair Keipp has requested that Karina Favela-Barreras provide a presentation for the BoD on how many students are being served by the platform, how the platform is used, who uses it, etc.

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

B. YPICS FY 24-25 1st Interim Reports

The October financials have been provided to LAUSD, using their template, as the “First Interim Reports.”

M. Green made a motion to Approve the YPICS 24-25 Interim Reports.

D. Cho seconded the motion.

The October financials have been provided to LAUSD, using their template, as the “First Interim Reports.”

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

C. Approve the YPICS Fiscal Audit for the 23-24 Fiscal Year

C. Lopez made a motion to Approve the YPICS Fiscal Audit for the 23-24 Fiscal Year.

M. Green seconded the motion.

The audit is clean; NO FINDINGS!

Upon approval, we will report the audit to the California Finance Authority by the December 15th deadline.

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

D. Approve updated YPICS By-Laws

M. Green made a motion to Approve the updated YPICS By-Laws.

D. Cho seconded the motion.

Executive Director King-Berg explained the changes made to bylaws to clean up grammar and a few legal updates noted by YMC.

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

E. Approve YPICS Board Certification of Compliance Review

C. Lopez made a motion to Approve YPICS Board Certification of Compliance Review.

M. Green seconded the motion.

The Executive Director explained the Compliance Monitoring Certification by the BoD.

The EAs have already met the compliance.

No discussion

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

F. Approve the Renewal of the Banc of CA Line of Credit

C. Lopez made a motion to Approve the Renewal of the Banc of CA \$500,000 Line of Credit.

D. Cho seconded the motion.

Executive Director King-Berg reported that YPICS annually renews its line of credit with BoC. The \$500K has not been touched since the pandemic, and the current line of credit is due to expire in January 2025.

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

VI. Announcements

A. Next Board Meeting

The next regular YPICS Board Meeting is scheduled for Monday, January 27, 2025.

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 7:27 PM.

Respectfully Submitted,

E. LaVan

Documents used during the meeting

- YPICS SPED Director Report 12_09_24.pdf
- 12.09.24 Community Schools Board Report.docx (1).pdf
- 24-25 BCCS EA BoD Report (November-December).docx.pdf
- 24-25 MORCS EA BoD Report December 9, 2024.pdf
- 24-25 BCCHS EA BoD Report 12-9-24 (1).pdf
- 24-12-09 CAO BoD Report.pdf
- Factors and Future Projections for K-12 Declining Enrollment.pdf
- LAUSD 11-19-24RegBdOBpost.pdf
- 11-19-24-Monsenor-Oscar-Romero-Charter-Middle-Renewal-BR-095-15-Day-Posting.pdf
- MORCSrev LAUSD Board Action.pptx
- 24-25 YPICS Financials Board Packet 10.24.pdf
- 19-64733-0106872 BCCS 1st Interim Form 62.pdf
- 19-64733-0114959 MORCS 1st Interim Report.pdf
- 19-64733-0132126 BCCHS 1st Interim Report.pdf
- YPICS Governance Communication Letter 12.5.2024 (1).pdf
- YPICS Financial Statement Draft 12.5.2025 (1).pdf
- BYLAWS YPI CHARTER SCHOOLS KR Rev. (4883-1272-7284.v4) (2).doc
- BCCS BoD - Charter School Compliance Monitoring 2024-2025.pdf
- BCCHS BoD - Charter School Compliance Monitoring 2024-2025.pdf

Coversheet

Board Committee Updates

Section: III. Items Scheduled for Information
Item: A. Board Committee Updates
Purpose: FYI
Submitted by:
Related Material: YPICS diagnostic-growth_reading_all-schools_01232025.pdf
YPICS diagnostic-growth_math_all-schools_01232025.pdf

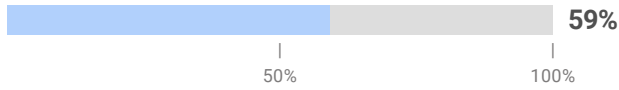
Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2024 - 2025
Comparison Diagnostic Most Recent

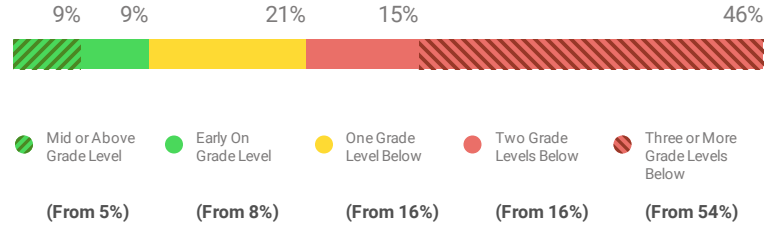
Students Assessed/Total: **624/639**

Progress to Annual Typical Growth (Median)

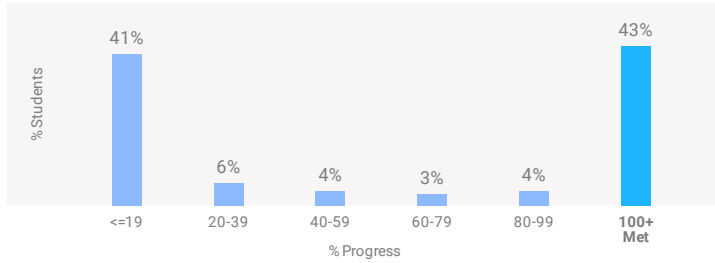


The median percent progress towards Typical Growth for this school is 59%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

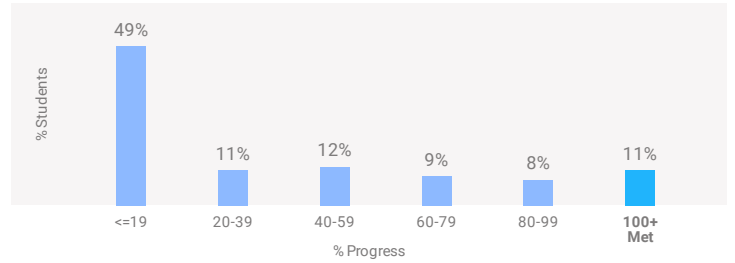
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	80%	47%	29%	12%	44%	333/342
Monsenor Oscar Romero Charter School	33%	39%	12%	11%	38%	291/297

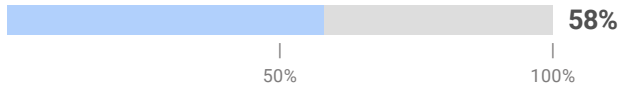
Diagnostic Growth



School All Schools
Subject Math
Academic Year 2024 - 2025
Comparison Diagnostic Most Recent

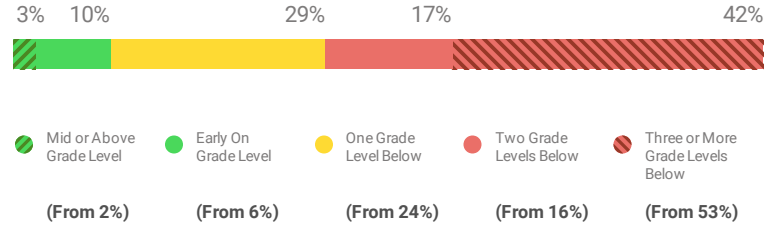
Students Assessed/Total: **619/639**

Progress to Annual Typical Growth (Median)



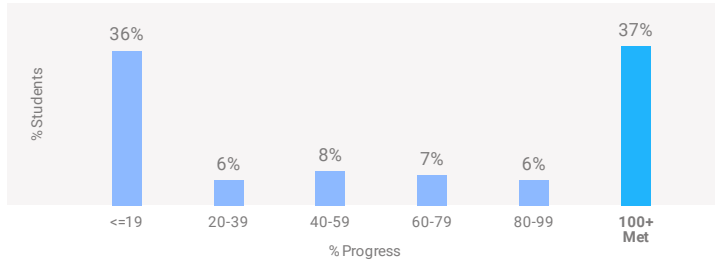
The median percent progress towards Typical Growth for this school is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

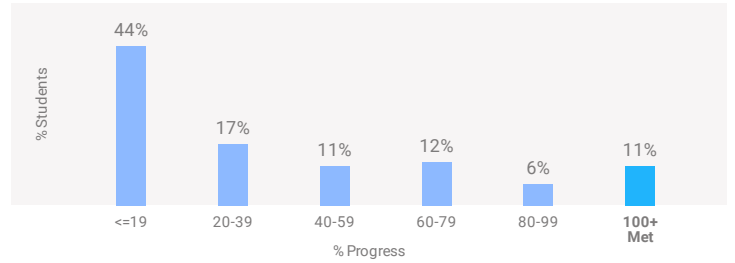


● Mid or Above Grade Level (From 2%)
● Early On Grade Level (From 6%)
● One Grade Level Below (From 24%)
● Two Grade Levels Below (From 16%)
● Three or More Grade Levels Below (From 53%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	75%	41%	31%	11%	46%	331/342
Monsenor Oscar Romero Charter School	50%	32%	23%	9%	36%	288/297

Coversheet

YPICS Director of Special Education's Report

Section: III. Items Scheduled for Information
Item: B. YPICS Director of Special Education's Report
Purpose: FYI
Submitted by:
Related Material: YPICS SPED Director Report 1_27_25.pdf



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

Submitted by: Vashon Nutt

January 27, 2025

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

This report contains information related to Compliance, Professional Development and Research and Knowledge.

COMPLIANCE

Enrollment of students with disabilities. The following displays the enrollment of students with an Individualized Education Program (IEP) as of September 25, 2024.

# of Students with Disabilities Enrolled			
September 2024			
School	Total SPED Count	Total Population	% of Total Student Population
BCCS	82	342	24%
BCCHS	68	226	30%
MORCS	36	298	12%
Total SPED Enrollment	186	866	21%

The following is the percentage of students identified as having a Low-Incidence disability. Low-incidence disabilities, as the name suggests, occur less frequently among student populations and are estimated to make up 20% of all students with disabilities. Low-incidence disabilities include Autism, Deaf or Hard of Hearing, Deaf-Blindness, Intellectual Disability, Multiple Disabilities, Visual Impairment, Traumatic Brain Injury, and Orthopedic Impairment.

# of Students with Low Incidence Eligibility			
September 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	10	12%	3%
BCCHS	11	17%	5%
MORCS	8	22%	3%
Total SPED Enrollment	29	16%	3%

The following is the percentage of students identified as having a high-incidence disability. High-incidence disabilities occur more frequently among those with disabilities and make up 80% of total disabilities. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment (ADD/ADHD), Speech/Language Impairment, and Emotional Disturbance.

# of Students with High Incidence Eligibility			
September 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	72	88%	21%
BCCHS	52	83%	23%
MORCS	28	78%	9%
Total SPED Enrollment	152	84%	18%

The chart below reveals the number of students with an Individualized Education Plan (IEP) by eligibility status.

September 2024										
School	#AUT	#ED	#HOH	# MD	# OHI	#SLD	#SLI	#VI	#OI	# ID
BCCS	8	0	0	0	14	56	2	0	1	1
BCCHS	7	2	3	0	11	39	0	0	0	1
MORCS	6	0	1	0	8	17	3	0	0	1
Total	21	2	4	0	33	112	5	0	1	3

- AUT - Autism
- DEA - Deafness
- DBL - Deaf-Blindness
- ED - Emotional Disturbance
- HOH - Hard of Hearing
- ID - Intellectual Disability
- MD - Multiple Disabilities
- OI - Orthopedic Impairment
- OHI - Other Health Impairment
- SLD - Specific Learning Disability
- SLI - Speech or Language Impairment
- TBI - Traumatic Brain Injury
- VI - Visual Impairment
- EMD - Established Medical Disability (ages 3-5 only)

OUTSIDE VENDORS

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

Vendor	Services
Cross Country Education	Educational Services (APE, HOH, OT, LAS, Counseling)
Total Education Solutions	RSP Case Carrier

BEHAVIOR SERVICES-OUTSIDE VENDORS

Vendor	Services
Cross Country Education	Behavioral Services (BID - Behavior Intervention Development services)
Scout (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

The following are the number of staff for BII, BID, and adult assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	4 BII (1 open Para position)
BCCHS	1 BID	4 BII (1 open position)
MORCS	1 BID	3 BII

Remaining Open Positions

- *School Psychologist (YPICS)*
 - An additional School Psychologist will allow us to split the current caseload of students requiring psych services (Assessments, counseling, Functional Behavioral Assessments (FBAs), Behavior Intervention Development (BID) service provision, and support for the BIIs)
- *Resource Specialist Teacher (MORCS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy currently filled with a contracted service provider from Total Education Solutions

Hiring Recommendations

- *Moderate/Severe Teacher (YPICS)*
 - Hiring a Moderate/Severe Special Education teacher will enable YPI Charter Schools to provide better support for students with the most severe needs. This will also reduce our student-to-teacher ratios.

According to the Ed Code, the maximum caseload for a Resource Specialist Teacher is 28. Currently, three of our teachers have caseloads exceeding this limit. A Moderate/Severe teacher could support students with low-incidence disabilities (AUT, ID, HOH, OI), including those eligible under SLD who require intensive learning support and would typically be placed in a Special Day Class.

- *Paraprofessionals/BIIs (YPICS)*
 - By employing more "floating" paraprofessionals and BIIs, we can provide stronger support to our teachers and ultimately improve outcomes for students. This will help YPICS schools remain compliant, without a lapse in service provision, and allow for more individualized attention in the classroom, while also being a more cost-effective solution than relying on day-to-day substitutes to fill BII absences.

24-25 COMPLIANCE MONITORING

- **LAUSD**
 - Monseñor Oscar Romero will participate in the District Validation Review (DVR) this school year.

- *Bert Corona School will participate in DVR during the 25-26 school year. Bert Corona High School will participate in the District DVR during the 28-29 school year.
- **CDE**
 - Bert Corona Charter School, Bert Corona Charter High School, and **Monseñor Oscar Romero** were selected to participate in CDE Cyclical Monitoring Cycle B this school year. The CDE monitoring process runs for two school years as follows:
 - **Year 1 (now)**
 - Self-review
 - IEP implementation review FEB 2025
 - **Year 2**
 - Compliance and Improvement Monitoring Process (CIM)

Special education compliance monitoring is conducted by the Director of Special Education, school site leads, and Coordinators of Instruction.

PROFESSIONAL DEVELOPMENT

The following professional development topics have been provided this year:

- Co-teaching PD - [Co-Teaching Foundations: Setting the Stage for Success](#) - January 13, 2025
- Paraprofessional PD - [Engaging Effectively in Classrooms](#) September 23, 2024
- Special Education PD - [Special Education 101-What Everyone Needs to Know About Special Education](#) - August 2024

The following professional development resources are available via LAUSD and Charter Operated Programs:

[My Professional Learning Network](#)

My Professional Learning Network (MyPLN) is developed to offer district and charter school employees access to a myriad of training opportunities on various topics. The sessions include in-person, virtual, and blended learning professional development. All special education staff are encouraged to browse the site regularly for upcoming professional development opportunities. Welligent login credentials are required to access the platform.

[Charter Operated Programs - Training Hub](#)

The Charter Operated Programs (COP) offers various training opportunities throughout the school year. Training options include:

- Woodcock-Johnson IV Assessment Tools
- Psych Case Review
- Behavior Management Strategies
- Oral Interpretation at IEPs
- Welligent 101
- Psychological First Aid
- Attendance Best Practices
- Expulsion Basics
- Supporting students experiencing loss and grief

RESEARCH AND KNOWLEDGE

Legal Update: Evaluator’s ‘phoning in’ of IEE results doesn’t impede dad’s participation

Case name: [Luo v. Owen J. Roberts Sch. Dist., 124 LRP41906 \(E.D. Pa. 12/11/24\).](#)

Ruling: A Pennsylvania district did not deny FAPE to a student with autism and an intellectual disability when it allowed an independent evaluator to participate in an IEP meeting by telephone. The U.S. District Court, Eastern District of Pennsylvania upheld an administrative decision at 116 LRP 48009 that any procedural error resulting from the district’s failure to obtain the parent’s consent was harmless.

What it means: Nothing in the IDEA requires a district to seek a parent’s consent before allowing an IEP team member to participate in a meeting by phone, videoconference, or other alternative means. Still, a district may wish to inform the parent before the meeting so he knows what to expect. In this case, the independent evaluator “was not overly expressive” during the meeting and disconnected the phone call before the meeting had ended. Had the district notified the parent in advance that the evaluator would not attend in person, it might have headed off a claim that it impeded the parent’s participation

Summary: A parent who objected to an independent evaluator’s participation in an IEP meeting by telephone could not show that a Pennsylvania district violated his right to participate in the IEP process. Noting that the parent was able to share his thoughts despite the evaluator’s sparse input, the District Court held that any alleged procedural violation did not result in a denial of FAPE.

U.S. District Judge Harvey Bartle III acknowledged that a district must obtain a parent’s written consent before excluding certain mandatory team members from an IEP meeting. However, the judge pointed out that the district in this case did not excuse the independent evaluator from the meeting to discuss the student’s independent educational evaluation results. Instead, the judge observed, the district allowed the evaluator to participate by telephone due to a scheduling conflict.

Judge Bartle explained that the district’s decision aligned with the IDEA. “While a team member may only be excused from the meeting with the consent of a parent, it does not follow that

parental consent is required for a participant to attend via alternative means such as by telephone,” the judge wrote.

The judge agreed with an impartial hearing officer’s finding at 116 LRP 48009 that the evaluator’s input “was not deep or comprehensive.” He also noted that the evaluator connected her call before the end of the meeting. Still, the judge pointed out that the parent actively contributed to discussions about the student’s program and provided his input on a draft IEP.

Judge Bartle also observed that the impartial hearing officer ordered the district to reconvene the IEP team, including the independent evaluation, for an in-person discussion of the IEE report. Given the parent’s active participation in the IEP process and the IHO’s directive to hold a follow-up meeting, the court held that any procedural violation was harmless.

Best Practices in Special Education

BCCS to Host it’s First Parent Special Education Committee - January 27, 2025



Join the BCCS Parent SPED Committee

Why should you join?
Join other parents and become empowered in learning how to understand Special Education and the Individualized Education Plan (IEP).

27 January 2025
Topic: Parent Q&A

24 February 2025

28 April 2025

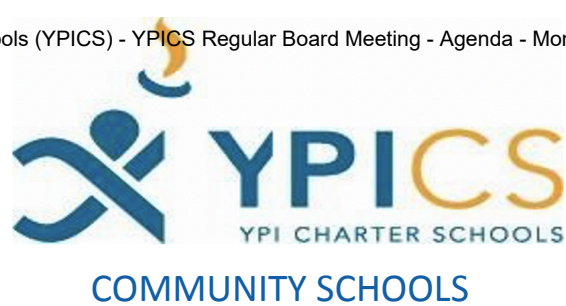
Time: 8:30-9:30 AM
Location: Room 1
When: 1/27, 2/24 and 4/28

Contact us!  818-834-5805  mskashani@coronacharter.org

Coversheet

YPICS Senior Director of Community Schools Partnerships' Report

Section: III. Items Scheduled for Information
Item: C. YPICS Senior Director of Community Schools Partnerships' Report
Purpose: FYI
Submitted by:
Related Material: 01.27.25 Community Schools Board Report.docx.pdf



Board Report
Karina Favela-Barreras, Sr. Director of Community School Partnerships
January 27, 2025

Youth Policy Institute Charter Schools (YPICS) is a network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS). The network is committed to a Community Schools implementation process centered on the four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. We also commit to the Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

YPICS vision is that students are college ready, active citizens, and lifelong learners, accomplished through a whole-child approach with an integrated focus on academic, health and social services, youth development, and community engagement. Our community school will value mutual respect, dignity, and personal accountability, while supporting families to help their children succeed in life by ensuring access to high quality rigorous instruction, a positive school culture and climate, and comprehensive multi-tiered systems of support.

[Community Schools Team Goals for July - Dec 2024](#)

- Partnerships & Services:
 - Review assessment data and APR data to identify gaps and type of additional partnerships and services needed. - In addition to addressing gaps brought forward by the recent YouthTruth Assessment, a large focus shifted based on our current political climate. Focusing on partnerships to support with resources on immigration rights.
 - Improve cross collaboration with partners - *Coordinators have identified a few partners to improve and start collaborating with.*
- Needs and Assets Assessment:
 - Facilitate Asset & Resource Mapping (staff) - *Facilitated this in September*
 - Facilitate YouthTruth Survey (staff, students, families) - Survey window was 5 weeks, closing on Fri. 10/25/24.
- Improve Systems
 - Formalize Procedures for:
 - MTSS - Complete
 - Vendor certification - Complete by HR department. Next step, keep staff accountable to process and procedures.
 - Partner MOU Process - Pending
 - Data Access - In Progress
- Data & Evaluation
 - Update Community Schools Implementation Plans - In Progress
 - Update ELOP Implementation Plans - by February
 - Support staff with utilizing Panorama - Continuous
 - Monthly output data collection and reporting



COMMUNITY SCHOOLS

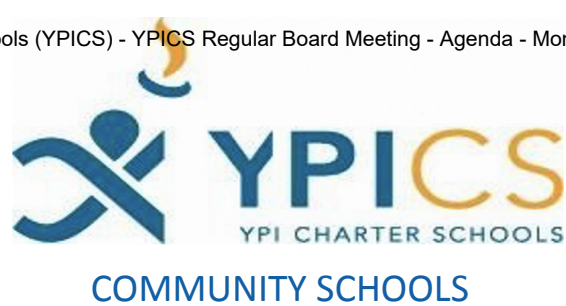
Work and Supports provided during the months of November & December 2024

Bert Corona Charter School

- *Partnerships:*
 - Took students on a field trip to visit 818 Boxing, they enjoyed it, and we are exploring partnership opportunities.
- *Expanded Learning Time and Opportunities:*
 - In December the after school program averaged 120 students daily, reaching 78.5% ADA.
 - Winter camp took place in December serving 57-60 students daily.
- *Integrated Student Support:*
 - Youth Mentors continue to support a caseload of students chronically absent. Providing 1:1 mentoring and support sessions for students.
 - MTSS
 - Implementing MTSS and SSPT meetings at each campus
 - MTSS team members continue utilizing the Panorama system to help track strategies and supports provided to students.
 - Counseling supports:
 - Luminarias counseling services
 - Interns
- *Family and Community Engagement:*
 - Collaborating with the HS and invited our families to attend the workshop focused on immigration.
 - Preparing red cards to distribute to families
 - Sending communication and resources to families as they are received

Monsenor Oscar Romero Charter

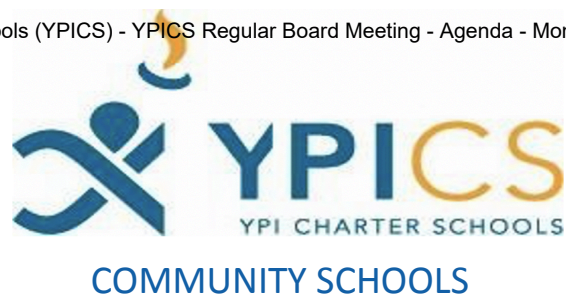
- *Partnerships:*
 - Workshops for parents and student provided by Parent Education Bridge for Student Achievement Foundation (PEBSAF) and USA Military Services
 - Topics included: Encouraging Good Habits and Values in the Family, Cyber Safety and Good Use of the Internet, Drug Prevention, Understanding social media and the impact on children.
 - Exploring a further and formal partnership with USA Military Services: Continue providing workshops and supports for parents on Drug Prevention.
- *Expanded Learning Time and Opportunities:*
 - In November the Average Daily Attendance was 103 students
 - In December the Average Daily Attendance was 97 students
 - Non-Instructional Day Programs provided:
 - Anime Convention - 10 students
 - College Visit - UC San Marcos - 23 students
 - Hiking Club - Huntington Gardens - 21 students
 - Manhattan Beach Pier - 14 students



- *Integrated Student Support:*
 - Youth Mentor position is currently vacant.
 - MTSS
 - Implementing MTSS and SSPT meetings at each campus
 - MTSS team members continue utilizing the Panorama system to help track strategies and supports provided to students.
 - Counseling supports:
 - Luminarias counseling services
- *Family and Community Engagement:*
 - Have been in communication with CHIRLA, requested a workshop
 - Preparing to receive red cards to distribute to families
 - Sending communication and resources to families at they are received

Bert Corona Charter High School

- *Partnerships:*
 - Street Poets - poetry wellness workshop series
- *Expanded Learning Time and Opportunities:*
 - In November the Average Daily Attendance was 53.8 students
 - In December the Average Daily Attendance was 55.65 students
 - Non-Instructional Day Programs provided:
 - College Visit: UCSB Trip - 32 students
- *Integrated Student Support:*
 - Youth Mentors continue to support a caseload of students chronically absent. Providing 1:1 mentoring and support sessions for students.
 - MTSS
 - Implementing MTSS and SSPT meetings at each campus
 - MTSS team members continue utilizing the Panorama system to help track strategies and supports provided to students.
 - Counseling supports:
 - Luminarias counseling services
 - Interns
- *Family and Community Engagement:*
 - Collaborating with Hermandad Mexicana to host a morning and evening workshop on know your rights presentation.
 - Preparing to receive red cards to distribute to families
 - Sending communication and resources to families at they are received



Collaborative Leadership and Practices:

- **Collaborative Leadership and Practices:**
 - The team continues to collaborate at all levels to assure that the Plan, Do, Study, Act (PDSA) cycle is taking place across all spaces.
 - Implementing the Multi-Tiered System of Supports (MTSS) and Student Support and Progress Team (SSPT) meetings. Support and Coaching by School Psychologist and myself
 - MTSS:
 - Hosting monthly office hours to help trouble shoot or answer any questions regarding Panorama
 - Developed and formalized a Procedures tool - roll-out this month and next
 - YPICS Leadership Team - Data Review Meeting: The team reviewed Assessment data findings for: Asset and Resource Mapping and YouthTruth. Created Work Plans to address gaps.
 - Action Planning: Operations and Community School developed action plans to address chronic absenteeism for the remainder of this school year.

Coversheet

Bert Corona Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: D. Bert Corona Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 24-25 BCCS EA BoD Report (January).docx.pdf



Board Report

Dr. Kevin Myers, Executive Administrator

January 27, 2025

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

Instruction & Performance Data

PD/PLCs:

In the first semester, we focused our PD on small group instruction to ensure that all of our classes were differentiated and supportive of all learners. We also continued our initiative from last year where we provided time weekly for teachers and instructional staff to plan collaboratively. This time allows our general education teachers, special education teachers, ELD teachers, and paraprofessionals to plan together to ensure that our interactions with students are intentional and effective.

For the second semester, we are building upon the fall semester efforts. To kick off the year, we brought in an expert teacher from CHIME to train our teachers on effective practices for co-planning and to introduce them to the idea of co-teaching. There are 6 models for co-teaching, and they are all based on the Universal Design for Learning (UDL) structures. At our second PD for the year, we extended that learning through some videos and reading about those best practices. We also shared the following expectation for the teachers for co-teaching:

- Resource teachers will focus on teaching 2 lessons with math teachers each week.
- Special education paraprofessionals will engage in small group instruction with ELA teachers at least 2 times per week.
- ELD teacher will teach one co-taught lesson with general education teachers each week.
- Tutors and other, non-SPED paraprofessionals will teach at least one co-taught lesson or small group lesson per week.
- Co-planning time (every Monday) will focus on reviewing data and setting goals and a plan for co-teaching for the following week.

After we build a base of understanding for co-teaching and UDL, we will move into PLCs focused on UDL instruction. The UDL framework focuses on Representation, Action and Expression, and Engagement, so our PLCs will focus on those topics.

To further extend our impact, Dr. Myers will be conducting PD for non-instructional staff at the same time as our PLCs in which he will teach non-instructional staff about how they support the UDL and co-teaching initiatives from their roles. Additionally, we will have parent sessions at which we will help them understand and learn more about our approach.



iReady Assessments and Performance Tasks:

Our students made solid progress between our baseline diagnostic (D1) and our second diagnostic (D2) in iReady. Our goals for the whole school year are as follows:

- 70% of students will demonstrate improved placement by Diagnostic 3 (April)
- Every student group will hit 100% typical growth by Diagnostic 3 (April)
- On CAASPP, 60% of our students will score a 2 or better in reading and math
- At least 51% of students will meet their typical growth.

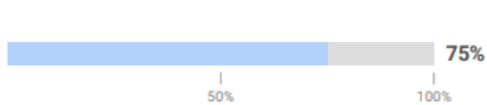
Math Results: D2

Our results from our December Math Diagnostic (D2) are below. As we monitor towards our EOY goals, we would want to see the following on this diagnostic:

- At least 35-40% of students demonstrate improved placement.
- 50% median typical growth
- 25-30% of students have met their annual typical growth.

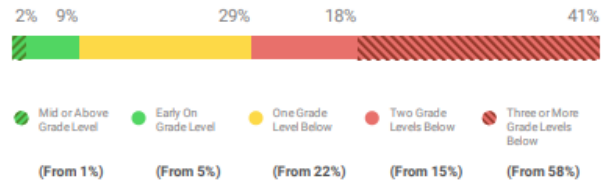
Students Assessed/Total: 332/342

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	39%	11%	23%	0%	33%	9/9
Grade 6	83%	44%	37%	8%	46%	106/110
Grade 7	85%	42%	36%	14%	50%	113/118
Grade 8	56%	38%	23%	14%	41%	104/105

Multilingual Learner Data (math):

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	39%	0%	20%	0%	50%	2/2
Grade 6	83%	43%	37%	10%	47%	30/30
Grade 7	85%	37%	33%	21%	42%	19/20
Grade 8	25%	40%	10%	16%	40%	25/26



SPED Data (math):

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	36%	27%	18%	3%	30%	30/31
Grade 7	50%	41%	20%	23%	41%	22/23
Grade 8	11%	32%	5%	12%	36%	25/25

Summary of Math Goals vs. Mid-Year Outcomes:

TYPICAL GROWTH PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
Schoolwide Typical Growth	100%	75%	Y	N
5th Grade Typical	100%	39%	N	N
6th Grade Typical	100%	83%	Y	N
7th Grade Typical	100%	85%	Y	N
8th Grade Typical	100%	56%	Y	N
SPED Typical	100%	36%	N	N
ML Typical	100%	79%	Y	N
IMPROVED PLACEMENT PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
School-wide Improved Placement	70%	41%	Y	N



5th Grade Improved Placement	70%	33%	N	N
6th Grade Improved Placement	70%	46%	Y	N
7th Grade Improved Placement	70%	50%	Y	N
8th Grade Improved Placement	70%	41%	Y	N
SPED Improved Placement	70%	35%	Y	N
ML Improved Placement	70%	43%	Y	N
TYPICAL GOAL MET PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
Students who Met Typical Growth (School-wide)	51%	41%	Y	N
Students who Met Typical Growth (5th Grade)	51%	11%	N	N
Students who Met Typical Growth (6th Grade)	51%	44%	Y	N
Students who Met Typical Growth	51%	42%	Y	N

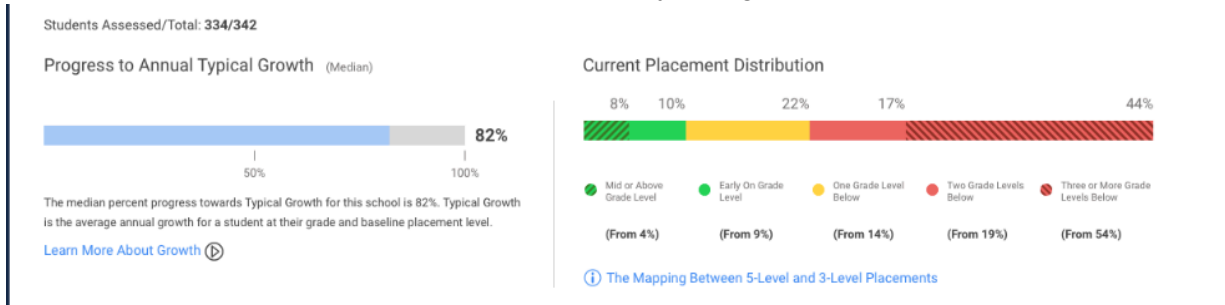


(7th Grade)				
Students who Met Typical Growth (8th Grade)	51%	38%	Y	N
Students who Met Typical Growth (SPED)	51%	32%	Y	N
Students who Met Typical Growth (ML)	51%	39%	Y	N

Reading Results: D2

Our results from our December Reading Diagnostic (D2) are below. As we monitor towards our EOY goals, we would want to see the following on this diagnostic:

- At least 35-40% of students demonstrate improved placement.
- 50% median typical growth
- 25-30% of students have met their annual typical growth.



Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	69%	22%	34%	22%	44%	9/9
Grade 6	86%	49%	33%	12%	46%	107/110
Grade 7	110%	53%	38%	14%	49%	115/118
Grade 8	44%	40%	16%	9%	38%	103/105



Multilingual Learner Data (reading):

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	41%	0%	18%	0%	50%	2/2
Grade 6	68%	45%	25%	7%	41%	29/30
Grade 7	38%	35%	13%	10%	30%	20/20
Grade 8	53%	38%	19%	12%	38%	26/26

SPED Data (reading):

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	37%	39%	14%	0%	42%	31/31
Grade 7	91%	50%	31%	9%	50%	22/23
Grade 8	106%	52%	38%	12%	52%	25/25

Summary of Math Goals vs. Mid-Year Outcomes:

TYPICAL GROWTH PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
Schoolwide Typical Growth	100%	82%	Y	N
5th Grade Typical	100%	69%	Y	N
6th Grade Typical	100%	86%	Y	N
7th Grade Typical	100%	110%	Y	Y
8th Grade Typical	100%	44%	N	N
SPED Typical	100%	66%	Y	N



ML Typical	100%	50%	Y	N
IMPROVED PLACEMENT PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
School-wide Improved Placement	70%	N/A	N/A	N/A
5th Grade Improved Placement	70%	22%	N	N
6th Grade Improved Placement	70%	46%	Y	N
7th Grade Improved Placement	70%	49%	Y	N
8th Grade Improved Placement	70%	38%	Y	N
SPED Improved Placement	70%	47%	Y	N
ML Improved Placement	70%	38%	Y	N
TYPICAL GOAL MET PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
Students who Met Typical Growth (School-wide)	51%	47%	Y	N
Students who	51%	22%	N	N



Met Typical Growth (5th Grade)				
Students who Met Typical Growth (6th Grade)	51%	49%	Y	N
Students who Met Typical Growth (7th Grade)	51%	53%	Y	Y
Students who Met Typical Growth (8th Grade)	51%	40%	Y	N
Students who Met Typical Growth (SPED)	51%	46%	Y	N
Students who Met Typical Growth (ML)	51%	39%	Y	N

iReady Celebrations: Here are some teachers and groups who really stood out!

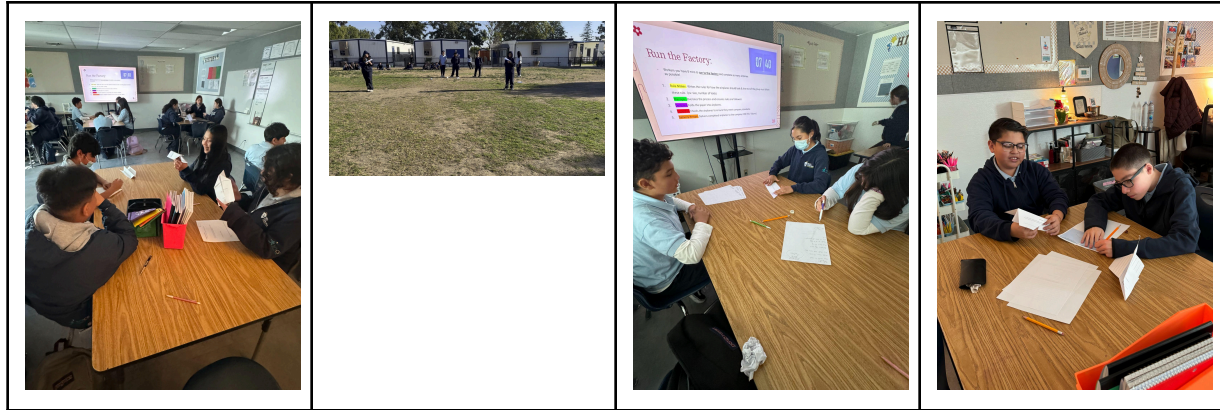
- Ms. Vidana’s 3rd Period ELA class hit 247% of their typical growth!
 - Her SWD in the same period hit 241% of their typical growth!
- Ms. Bravo’s students with special needs AND her ELs hit 195% of their typical growth!
- Mr. Walter’s ELs in period 2 hit 194% of their typical growth!
- Ms. Contreras’s 2nd period math class hit 269% of their typical growth!
 - Her 4th period EL students hit 254% of their typical growth!
- Ms. Luc’s ELs in period 5 hit 292% of their typical growth!



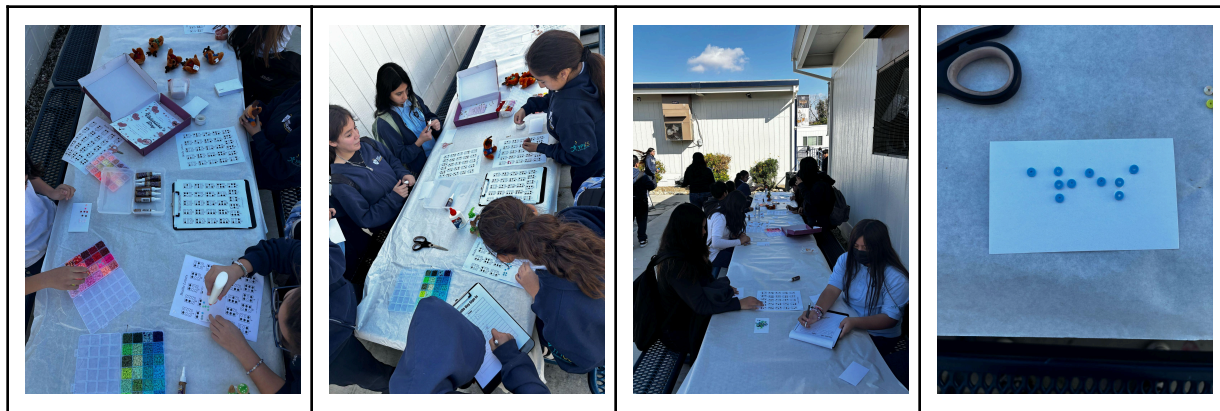
Culture & Climate

As always, BCCS has been a busy place recently! Since our last board meeting...

Our 7th graders were learning about governmental systems and they created roles and responsibilities (bureaucracy) to build paper airplanes, then tests their products!



Our students came together during lunch to learn more about braille and about different methods that make learning and information available to people with special needs.



We have many more cultural events scheduled for the spring semester, but we're only a couple of weeks in! Here are some of the exciting things coming up this semester:

- Adult Spelling Bee
- Art Contest
- Celebration Assembly
- Soccer Tournament
- Sweetheart Movie Night and Bake Sale
- Read Across America Month



- Scholastic Book Fair
- Grad Night
- Knights by the Sea
- Spring Pop Day
- And More!

In terms of meeting our school culture and climate goals, our team has implemented many action steps to help us progress further towards our goals. In the last month of the school year, they:

- Worked with advisory teachers to re-teach/remind students of schoolwide expectations.
- Held an anti-bullying assembly and provided lessons for classroom discussions and reflection.
- Shared referral and scholar dollar data with staff to help set new goals and to push positive interactions between staff and students.
- Shared data with parents during Coffee with the Directors meeting.
- Recognized staff for their efforts to implement PBIS strategies.
- Collaborated with our after school partners to go to 2 college sporting events on college campuses.
- Conducted observations and walkthroughs quarterly to assess fidelity of our program and to provide feedback to teachers.
- Held the first ever BCCS Auction where students could use scholar dollars to purchase donated items.

Data:

In total this year, we have passed out 120,870 scholar dollars to our students: 40,397 recognizing respect, 44,872 for responsibility, and 35,595 in acknowledgement of safe behavior.

For ODRs, we have had a total of 639 incidents reported for the 24-25 school year. The largest spike in behavior was in October, which is consistent with data trends and research. ODRs are submitted for a variety of reasons, but the most frequent reason is to document disruption or defiance. Most ODRs serve as documentation and are not always accompanied with sending a student to the office.

Our 7th grade team submits the most ODRs consistently, but this is because of their dedication to the process and procedures, not because they have more behavior issues. They are also the team that hands out the most scholar dollars in recognition of student behavior. They are a great model of how to implement all aspects of PBIS.



Community Schools

One of our goals for our extended learning programs this year was to increase the number of female participants in sports. In 23-24, we had very little participation so our team put a strong effort into recruitment and engagement of our girls in sports. During the fall semester 2024, 22 of the 43 participants in fall sports were females, resulting in a 51% participation rate compared to male athletes. To continue that trend in the spring semester, we have started a softball team. We currently have 24 participants. We are excited about the growth we have seen in our female athletics program!

Another success of our CS team has been the creation of the Supplemental Program Planning Guide. This tool was designed to help our partners from Think Together work through the planning process for large events and holiday programming (like our Thanksgiving and Winter programs). After our Thanksgiving program was not heavily attended, our team implemented use of their planning tool, resulting in much better attendance (approximately 20 students at our Thanksgiving program and over 70 at our winter program).

Finally, we continue to be proud of our work and progress in MTSS implementation. We are using Panorama, which has a new AI feature, to create intervention plans and to track progress while we work with our students.

Operations:

Attendance:

Our attendance is holding strong at about 94% this year, a definite improvement over last year. Additionally, our chronic absenteeism continues to decrease. We are focused on addressing attendance from 2 sides, both the supportive side and the celebratory side. We are recognizing students and families for good attendance, but we are also recognizing growth by giving scholar dollars and certificates of improvement. Additionally, we are meeting with families either in groups or individually to create plans for support and improvement.

Parent Engagement:

Last semester, we sent out a letter asking our families to engage in 15 hours of participation and work with the school each semester. 325 parents have signed and returned the letter, indicating that they agree to participate. However, only 10 parents have met or exceeded the 15 hour marker for the fall semester.

Our effort in the spring semester is to provide more needs-based opportunities for parents to engage, including an ESL class for parents that started last week on January 15th. We had a good turn out of about 17 parents, most of whom I do not see



regularly at other meetings. It was great to see some new faces participating in a new opportunity!

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: E. Monseñor Oscar Romero Charter School Executive Administrator's
Report
Purpose: FYI
Submitted by:
Related Material: 24-25 MORCS EA BoD Report January 27, 2025.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

January 27, 2025

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.

At Monseñor Oscar Romero Charter School, our mission to support student growth academically, socially, and emotionally continues to guide our efforts as we move through the school year. This month's board report highlights key areas of progress and reflection as we review recent data and our ongoing work to meet the needs of all students.

In **academics**, the results from our December **iReady diagnostic assessments** in Reading and Math showcase promising growth across grade levels and student subgroups. These results reflect the dedication of our educators and the impact of targeted supports in helping students achieve their goals.

In **attendance**, we've made strides toward reaching our daily attendance goal of 95%, with notable improvements in November and December. However, challenges since the winter break have required us to double down on efforts to re-engage families and students. Through celebrations and proactive communication, we are committed to increasing our average daily attendance rate in the coming months.

In **culture and climate**, we are closely monitoring student-reported emotion levels using **Sown to Grow** to ensure we address their social and emotional needs. Following the winter break and disruptions caused by fires in Los Angeles County, we observed an increase in students reporting feelings of "not so good" or "awful." In response, our team implemented strategies to create a more positive school environment, which has already led to a decrease in negative emotion levels.

These updates demonstrate the collective efforts of our staff, students, and families in advancing our mission. While there is still work to be done, we are encouraged by the progress made and remain steadfast in our commitment to supporting the success and well-being of every student.



Academics

At Monseñor Oscar Romero Charter School, we are pleased to share the results of our December iReady diagnostic assessments, which reflect encouraging growth in both Reading and Math. These results demonstrate the effectiveness of our targeted interventions and the dedication of our teaching team to improving student outcomes.

Reading Highlights:

- **6th Grade:** 40% of students have met their typical growth goals.
- **7th Grade:** 35% of students have met their typical growth goals.
- **8th Grade:** 40% of students have met their typical growth goals.
- **English Learners:** 37% have met their typical growth goals.
- **Students with Disabilities:** 47% have met their typical growth goals.

Math Highlights:

- **6th Grade:** 34% of students have met their typical growth goals.
- **7th Grade:** 31% of students have met their typical growth goals.
- **8th Grade:** 32% of students have met their typical growth goals.
- **English Learners:** 39% have met their typical growth goals.
- **Students with Disabilities:** 31% have met their typical growth goals.

As a school, we remain committed to providing the systems and supports necessary to ensure continued student growth as measured by the iReady diagnostic. This includes maintaining a strong focus on identifying and addressing learning gaps through our support classes, tailored interventions, and effective instructional strategies.

One of our immediate steps has been refining student placement in support classes based on the latest diagnostic results. By moving students into or out of these classes as needed, we aim to ensure that every learner receives the most appropriate support to meet their unique needs.

We are encouraged by these mid-year results and look forward to continuing to build on this progress.

Attendance

At MORCS, we continue to prioritize daily attendance as a key factor in student success, with a goal of achieving a 95% daily attendance rate.

In November and December, we were encouraged by notable improvements in attendance, with our school exceeding the 95% daily attendance goal multiple times. However, since returning from winter



break, we have observed a decline, with attendance ranging from a low of 85.2% on Friday, January 17, 2025, to a high of 91.5% on Tuesday, January 14, 2025.

Our operations team has been actively engaging with families to emphasize the importance of regular attendance, while our MTSS team monitors and supports Tier 2 and Tier 3 students who require additional assistance. Through these efforts, we are addressing barriers to attendance by providing students and families with the resources they need to ensure they can attend school consistently.

To celebrate and reinforce positive attendance habits, on Friday, January 17, we hosted a Churro and Hot Chocolate Celebration for students with perfect attendance in November and December. A total of 79 students earned the opportunity to participate in this event, recognizing their commitment to being present every day.

As of today, our average daily attendance stands at 93%. While this is a solid foundation, we are determined to meet our 95% goal before the end of the school year. Through ongoing outreach, celebrations of success, and targeted support, we are confident that we can improve attendance and keep our students on track for academic achievement.

Culture and Climate

Our culture and climate team has worked tirelessly to foster a positive school culture and climate where students feel supported emotionally and socially. Using Sown to Grow, we track student-reported emotion levels weekly to identify trends and provide timely interventions.

The emotion levels students can select include: Awesome, Good, Okay, Not so Good, and Awful. Since returning from winter break, we have observed a significant shift in student-reported feelings, particularly during our first week back after the three-day closure due to the fires in Los Angeles County.

During that week, we recorded the highest levels of "not so good" and "awful" emotions reported all year:

- **26.92%** of students indicated they were feeling "Not so Good."
- **11.54%** of students reported feeling "Awful."

We recognize that these feelings may have been influenced by the fires and the disruptions caused by the closures. In response, our culture and climate team worked diligently to create a more positive and engaging environment during recess and lunch by introducing games and encouraging participation in fun activities. These efforts aimed to help students redirect their emotions and build a sense of connection and joy during their unstructured time.

This week, we are encouraged to see a decrease in the "not so good" and "awful" categories, with emotion levels returning to a distribution more reflective of trends throughout the school year. We will continue to monitor student emotion levels closely and adjust our supports and programming as needed to ensure every student feels valued, safe, and supported.

Coversheet

Bert Corona Charter High School Executive Administrator/ COO's Report

Section: III. Items Scheduled for Information
Item: F. Bert Corona Charter High School Executive Administrator/ COO's
Report
Purpose: FYI
Submitted by:
Related Material:
Parent Communication School Closure- 1-8-25 and 1-9-25 and 1-10-25 and Reopening January 14
, 2025 (1).pdf
24-25 BCCHS EA_COO BoD Report 1-27-25.pdf

YPICS Parent Communication
School closure- 1-8-25 and 1-9-25 and 1-10-25
and
Reopening January 14, 2025

January 14, 2025

All YPICS schools and offices will be open tomorrow, Tuesday, January 14, 2025.

A wind advisory continues to be in effect across Los Angeles, so all YPICS schools will operate on an inclement weather schedule, keep doors closed, and run air purifiers throughout the day. Masks will be available for students and staff but not required unless air quality conditions change.

—

Todas las escuelas y oficinas de YPICS estarán abiertas mañana martes 14 de enero de 2025.

Un aviso de viento continúa vigente en todo Los Ángeles, por lo que todas las escuelas de YPICS operarán según un horario de inclemencias del tiempo, mantendrán las puertas cerradas y utilizarán purificadores de aire durante todo el día. Habrá máscaras disponibles para los estudiantes y el personal, pero no serán obligatorias a menos que cambien las condiciones de calidad del aire.

January 13, 2025

YPICS School sites and offices will reopen on Monday, January 13, 2025.

In making this decision, we have considered factors such as improved fire containment, air quality, wind conditions, electricity availability, road accessibility, school-site readiness, and staffing. *IF conditions dramatically change overnight and make it unsafe to reopen our school, we will notify all families and staff at 6 am.*

Schools will operate on an inclement weather schedule to limit students from being outside. Afterschool programs will be open as well for students.

We look forward to seeing you tomorrow. Be Safe!

Los sitios y oficinas de YPICS School reabrirán el lunes 13 de enero de 2025.

Al tomar esta decisión, hemos considerado factores como una mejor contención de incendios, la calidad del aire, las condiciones del viento, la disponibilidad de electricidad, la accesibilidad a las carreteras, la preparación de las escuelas y la dotación de personal. *Si las condiciones cambian drásticamente de la noche a la mañana y hacen que sea inseguro reabrir nuestra escuela, notificaremos a todas las familias y al personal a las 6 a.m.*

Las escuelas operarán según un horario de inclemencias del tiempo para limitar la salida de los estudiantes. Los programas extracurriculares también estarán abiertos para los estudiantes.

Esperamos verte mañana. ¡Estar a salvo!

January 10, 2025 Students and Families

The safety and well-being of our students and staff are our top priority. The air quality continues to be unhealthy. As a result, YPICS school sites will be closed on Friday, January 10, 2025, including Bert Corona Charter School, Monsenor Oscar Romero Charter School, and Bert Corona Charter High School.

Please note:

1. Meals will be distributed at each school site at the following times:
 - a. Monseñor Oscar Romero Charter School- 8 am to 10 am
 - b. Bert Corona Charter School- 9 am to 11 am
 - c. Bert Corona Charter High School- 10 am to 12 pm
2. The continuity of learning activities are posted in Google Classroom. Students should log into Google Classroom for learning activities.

La seguridad y el bienestar de nuestros estudiantes y personal son nuestra principal prioridad. La calidad del aire sigue siendo insalubre. Como resultado, los sitios escolares de YPICS estarán cerrados el viernes 10 de enero de 2025, incluidos: Bert Corona Charter School, Monsenor Oscar Romero Charter School y Bert Corona Charter High School.

Tenga en cuenta:

1. Las comidas se distribuirán en cada sitio escolar en los siguientes horarios:
 - a. Monseñor Oscar Romero Charter School- 8am a 10am
 - b. Bert Corona Charter School- 9am a 11am
 - c. Bert Corona Charter High School- 10am a 12 pm
2. La continuidad de las actividades de aprendizaje se publica en Google Classroom. Los estudiantes deben iniciar sesión en Google Classroom para realizar actividades de aprendizaje.

January 10, 2025 Staff

The safety and well-being of our students and staff are our top priority. The air quality continues to be unhealthy at school sites. As a result, YPICS school sites will be closed on Friday, January 10, 2025, including:

Bert Corona Charter School
Monsenor Oscar Romero Charter School
Bert Corona Charter High School

To meet the needs of our students, please note the following staff responsibilities:

1. General Education and English Language Development Teachers: Teachers must post learning activities on their Google classrooms to ensure the Continuity of Learning.
2. Special Education Teacher: Teachers must post a Google Meet and hold office hours for 1 hour on Friday, January 10, 2025.
3. Members from the Operations Team will be distributing meals to families at each school site from 10 am to 12 pm. (To facilitate meal distribution during the site closures, the Executive Administrators will contact their operations team to determine who will report to campus. As a reminder, the safety of all adults is a top concern. To that end, please exercise extreme caution when getting to and from the school site. We recommend not attempting to get to the site if any hazards prevent safe passage. If you have health conditions that the current weather conditions may aggravate, please contact your EA.)
4. Unless you are contacted by your EA or supervisor, school site staff will work from home.

Jan 9, 2025

The safety and well-being of our students and staff are our top priority. The fire conditions have not changed and continue to be a hazard to our communities. As a result, ALL YPICS facilities will be closed on Thursday, January 9, 2024, including:

Bert Corona Charter School
Monsenor Oscar Romero Charter School
Bert Corona Charter High School

La seguridad y el bienestar de nuestros estudiantes y personal son nuestra principal prioridad. Las condiciones del incendio no han cambiado y continúan siendo un peligro para nuestras comunidades. Como resultado, TODAS las instalaciones de YPICS estarán cerradas el jueves 9 de enero de 2024, incluidas:

Bert Corona Charter School
Monsenor Oscar Romero Charter School
Bert Corona Charter High School

Jan 8, 2025

After careful consideration, we have decided to close Bert Corona Charter School and Bert Corona Charter High School on Wednesday, January 8, 2025, for the safety of our entire school community due to the winds and nearby fires.

Hemos decidido cerrar Bert Corona Charter School y Bert Corona Charter High School el miércoles 8 de enero de 2025 por la seguridad de toda nuestra comunidad escolar debido a los vientos y los incendios.



BERTCORONA CHARTER HIGH SCHOOL

Board Report Ruben Dueñas, Chief Operations Officer and Interim Executive Administrator January 27, 2025

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.

Culture and Climate (School Safety)

Los Angeles has been plagued by fire, wind, windblown ash, and smoke during the month of January. The January fires created a unique situation that did not align to existing YPICS Fire Safety Response protocols or even LAUSD's protocols (Co-located schools have to be aligned with LAUSD safety procedures.) After considerable time and research, the Executive Team published the Fire, Wind, Windblown Ash, and Smoke Advisory Safety Procedures. The most important discovery was a need to consider windblown ash, and smoke in our protocol. Schools are now:

1. Using air purifiers in classroom and offices every day
2. Monitoring the *Air Quality using various tools, such as:*
 - Air Quality Index Map
 - AirNow.gov which measures real-time data for particulate matter present in smoke and dust.
 - Fire.airnow.gov measures the main type of particulate matter present in smoke and depicts areas of major concern around fires.
3. Looking for falling ash and checking for the smell or presence of smoke.

Depending on the circumstance staff will close doors, keep students indoors, limit physical activity, provide or require masks, shorten the school day, or cancel the school day to ensure the safety of our student staff and community.

Community Schools (Response to US Immigration Policy Changes)

Aspire Public Schools shared their Immigration Toolkit with YPICS and other charter school groups. YPICS staff adapted and added to their work to make a toolkit for YPICS. The toolkit provides guidance to our schools and families on how to respond to US immigration policy changes. The YPICS Immigration Toolkit follows the YPICS Safe and Secure Learning Environment for All Students board policy which was adopted on June 28, 2018. The Board Policy adheres to the California Attorney General's Guidance which was shared with California schools again in December 2024. The toolkit centralizes all of the resources and information staff need to ensure the safety and support of YPICS students, families, and staff. Guidance and resources in YPICS policies and procedures, family preparedness, and legal/advocacy resources and helplines. The most important documents/tools for staff are the Responding to Ice on Campus Flowchart and Documenting ICE Actions on Campus. The most important documents/tools for students and parents are the Family Preparedness Plan, and Know Your Rights Cards.

BCCHS School Climate and Culture

Girls and Boys Soccer

Most of the girls have never played soccer on a team before which makes the games fun. The Girls Soccer Team enjoys making the effort and growing together. The first game of the season was against Lakeview and it was a hard loss. The girls came back the next week and just missed a win and earned a tie against Valley Oaks CES with a score of 1-1. The girls are currently 0-1-1 for the season.



BERTCORONA CHARTER HIGH SCHOOL

The Boys Soccer Team is currently 0-1-1 for the season as well. The boys opened the season with a scrimmage against Chaminade where they showed how much potential they have when they come together as a team. Against Lakeview Charter, the boys lost in the final 2 minutes of the game (5-4). The last time BCCHS played Lakeview, the boys lost 9-0. This past week, the boys left Valley Oaks CES with a tied score of 0-0.

Boys Basketball

The Boys Basketball Team continues to grow in maturity and skill under Coach Salvador Martinez. On December 12, the boys broke a seven-game losing streak which began last season with a win over the Magnolia Science Academy 5 Lobos by a score of 48-31. Last year, our boys lost to the Lobos 62-43. On January 17, the boys earned their second win against Valley Oaks CES High School by a score of 34-28. The Boys Basketball team now has a record of 2-1 on the season. The team has been putting in the work and their effort shows in their games.



Operations

Enrollment

4 additional students have enrolled since our last board meeting. 3 of the 4 new students were BCCS graduates. BCCHS enrollment is now 1 student above last year's enrollment but 7 students below the 24-25 budget projection.

Grade Level	Enrollment 2023-24	Budgeted 2024-25	Actual Enrollment 2024-25	Difference from Budget
9th grade	58	65	64	-1
10th grade	51	57	54	-3
11th grade	62	50	51	1
12th grade	54	61	57	-4
5th Year +	0	0	0	0
Total	225	233	226	-7

Coversheet

YPICS Chief Accountability Officer's Report

Section: III. Items Scheduled for Information
Item: G. YPICS Chief Accountability Officer's Report
Purpose: FYI
Submitted by:
Related Material: 25-01-27 CAO BoD Report.pdf

Ena LaVan, Chief Accountability Officer

January 27, 2025

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.

Timeline Extensions for SARC & LCAP Midyear Progress Report

In response to the wildfires, Governor Newsom issued Executive Orders which included an extension for LA County Schools to submit the School Accountability Report Card (SARC) and the LCAP Midyear Progress Report. The SARC will now be due March 18th, and the LCAP Midyear Progress presentation to the local governing board must occur by March 31st.

LAUSD Charter Renewals

The LAUSD Charter Division took the unusual step of denying three state-identified “middle track” schools. The schools have 30 days to appeal to the Los Angeles County Office of Education (LACOE) for authorization.

Looking ahead, charter petitions for Bert Corona Charter Middle (exp. 6/30/27) and Bert Corona Charter High School (exp. 6/30/28) will need to be submitted in Fall 2026 and 2027 respectively.

CDE Accountability Next Steps

In the coming months, the California Department of Education will be using the results from the CA Dashboard to identify schools for the State System of Support “Differentiated Assistance” and Federal ESSA Assistance. Schools identified for federal assistance will have additional planning requirements for the Local Control & Accountability Plan (LCAP) for 2025-26.

Coversheet

YPICS Executive Director's Report

Section: III. Items Scheduled for Information
Item: H. YPICS Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: ED BOD Report 012725.pdf



EXECUTIVE DIRECTOR'S REPORT

January 27, 2025

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 life-long 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.

YPICS

Professional Development

January 6-7, 2025

Academic:

The YPICS academic focus for second semester: How to use effective assessments to drive strong academic performance out comes? All instructional staff rotated through these topic areas. Each School Coordinator of Instruction led a workshop chosen from the list of sessions they each attended in Riverside this fall at the California Assessment Conference. Workshop descriptions are listed below:

Assessing Assessment: Evaluating the Quality of Performance Tasks - Performance assessment provides insight into the progress students are making toward mastering deeper learning competencies. This insight is critical for teachers to ensure meaningful learning, and for students to increase agency and ownership of learning. This session will introduce a tool based on high quality performance assessment criteria to help educators conduct a review of potential assessment tasks.

Goodbye Drills. Hello Skills: Embedding CAASPP Prep into Instruction - This session will focus on helping educators harness the often-underutilized power of CAASPP tools such as: Content Explorer (question stems), Annotated Response Tool, and Range Achievement Level Descriptors to support teachers as they prepare students throughout the year for the rigor and complexity of the ELA summative exam.

Interim Assessments 101 - This session will focus on the basics of interim assessments, including the free interim assessments for ELA, math, ELPAC and Science developed by the California Department of Education.

Day 2- The following workshops were provided by LACOE Instructional Staff:

- Zero to Hero: Using CAASPP ELA Performance Task WER Data
- Introduction to the CA Science Test and Science Interim Assessments
- Secondary Single Subject Math Teachers

All staff participated in the MTSS workshop which reviewed, policies, procedures, protocols. YPICS looks forward to better outcomes with scholars as we track effective and consistent implementation among all three schools.

School Climate and Culture:

The YPICS School Climate and Culture staff focused on Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues on January 6th and 7th.

School Community & Operations:

School Community and the Operations Teams focused on reviewing, adjusting goals, and revising plans based on Youth Truth, and discipline data for second semester.

School Closures and Reopening:

In order to keep staff and students from the extreme LA fires and windy weather conditions, YPICS closed schools on January 8th-January 10, 2025. Meals were served and learning recovery activities were provided remotely by teachers and staff on Friday, January 10, 2023.

Supporting Our Community Through Fire Recovery

On behalf of YPICS, we are deeply saddened by the unimaginable loss and suffering caused by these historic fires. Our hearts go out to all who have lost loved ones, friends, homes, or cherished pets. The pain you are experiencing is profound, and we stand in solidarity with you during this challenging time.

We want to acknowledge our staff, students, and community for being a shining example of the strength, resilience, and dedication that embody the YPICS way. Amid adversity, you showed up with compassion and care, creating a safe and supportive environment for our students. We also want to take this opportunity to express my sincere gratitude to our executive administrators, directors, coordinators, teachers, tutors, and staff for their clear communication and proactive efforts. Their dedication to ensuring you had the resources and guidance needed to navigate over the three days successfully was evident, and it played a critical role in fostering a thriving environment for our scholars.

As we move forward together, I am encouraged by our shared focus on first taking care of ourselves and supporting one another. Please continue to wellness checks with each other. While challenges remain, our collective strength ensures that our schools continue to be a source of hope and stability for students, staff, and families alike.

Contact Insurance and FEMA:

We encourage anyone impacted to contact their Insurance Company and FEMA as soon as possible. With the amount of claims, the wait time could be tremendous. FEMA has a program called Individual Assistance that is for small business owners and families, to help with immediate recovery needs. According to the FEMA website, this has been activated for LA county. Here is the Cal OES Individual Assistance page if you are interested in sharing it with families of students and staff.

<https://www.caloes.ca.gov/office-of-the-director/operations/recovery-directorate/interagency-recovery-coordination/individual-assistance/>

Additional Resources:

- **California Department of Insurance:** If you have been affected by the wildfires you can contact the California Department of Insurance with your insurance questions at **800-927-4357** or **insurance.ca.gov**.
- **LA County Assessor: “Misfortune and Calamity” Property Tax Relief-** Property damaged or destroyed by the windstorms or wildfires may qualify for temporary property tax relief through the *Misfortune and Calamity* program.
- **FEMA-** For more information and to download the claim form (**ADS-820**), visit **assessor.lacounty.gov/tax-relief/disaster-relief** or call **(213) 974-3211**.
- FEMA Financial support for those impacted, information will be updated here over the next few days:
<https://www.disasterassistance.gov/>

Your commitment to our students and community is deeply appreciated. Years from now, we will reflect on how we treated one another and how we were treated during these historic fires in LA County. Your compassion and dedication in serving our families will not be forgotten.

Notification of Displaced Students

Under the McKinney-Vento Act, we are committed to identifying and supporting children and youth experiencing homelessness. Homelessness is defined as lacking a fixed, regular, and adequate nighttime residence. If you are aware of any students who have been displaced due to the fires, please reach out to your school counselor, who serves as our Homeless Liaison. Together, we can ensure that these students receive the support and resources they need during this challenging time.

Helpful Links and Resources

We encourage anyone in need of assistance to reach out to local resources and community organizations providing aid. For families with students, our school counselors and Homeless Liaisons are here with essential support services, including housing, meals, and emotional care.

The following are additional resources

- **Media and Updates**
 - [CalFire Updates](#)
 - [WatchDuty](#): Fire-tracking App/Site
 - [LA Times Fire Updates](#)
 - [LAist / KPCC Updates](#)
 - LA [Road Closures](#)
 - LA County Updates: ready.lacounty.gov
 - LA County Emergency updates: lacounty.gov/emergency
 - Air Quality: <https://www.airnow.gov/>
 - [LAUSD School Closures](#)
- **Important Phone Numbers**
 - Southern CA Edison: 800-611-1911
 - LADWP: 800-342-5397
 - FEMA support for those impacted: 1-800-621-FEMA
- **Power Outages**
 - If you are a **Southern California Edison** customer and need to report a power outage, visit <https://www.sce.com/outage-center/report-an-outage> or call 800-611-1911. To check the status of current outages, visit: <https://www.sce.com/outage-center/check-outage-status>
 - **Department of Water & Power** customers can report power outages <https://shorturl.at/WTqHV> or call 800-342-5397. To check the status of current outages, visit: <https://www.ladwp.com/outages/power-outage-map>
 - **Tips for preparing for and responding to power outages:** <https://ready.lacounty.gov/power-outage/>

This is a time for unity and compassion as we come together to support those who have lost loved ones, homes, or livelihoods. Let us stand together in strength and resilience, ensuring that no member of our community faces this recovery alone.

Safe and Accessible to All California Residents Regardless of Immigration Status

We understand that recent discussions about immigration policies may have raised concerns within our community regarding the safety and educational access of children. I want to reassure you that every child in California has the right to a free public education, regardless of their immigration status.

In line with California Assembly Bill 699 (AB 699), which ensures critical protections for students, the YPICS Board of Trustees approved a policy in June 2018, to ensure all YPI Charter schools stay safe and accessible to every California resident, no matter their immigration status. This policy also limits assistance with immigration enforcement, showing our strong commitment to keeping schools' inclusive spaces where kids can learn and thrive without fear.

AB 699 protects students from discrimination based on immigration status, ensures the confidentiality of student information, and requires schools to create an environment free from bullying and harassment. Our policy is built on these values and reflects our promise to make sure every student and family feels welcome and supported.

State

Excerpts from New Laws for 2025

From School Services of California

Posted January 15, 2025

Significant bills affecting local educational agencies (LEAs) that officially went into effect on January 1, 2025:

- Assembly Bill (AB) 1858 (Ward, D-San Diego) prohibits an LEA from conducting high-intensity active shooter drills and requires a trauma-informed approach to the design and execution of any drill.
- AB 1955 (Ward) prohibits LEAs from requiring school employees to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent, unless otherwise required by state or federal law.
- AB 2134 (Muratsuchi, D-Torrance) requires an LEA, state special school, or community college district (CCD) to accept the transfer of sick leave for a certificated or classified employee at any time during their employment and requires certificated employee time to be transferred in days, rather than hours.
- AB 2165 (Reyes, D-Colton) requires that LEAs, prior to exempting a student from the requirement to complete a Free Application for Federal Student Aid or a California Dream Act Application, provide students specified information, including the consequences of not completing those applications.
- AB 2534 (Flora, R-Ripon) requires applicants for a certificated position to provide a complete list of every LEA where the applicant has previously worked and requires LEAs considering the applicant to inquire with previous employers whether the applicant was the subject of egregious misconduct complaints, investigations, or discipline

- AB 2565 (McCarty, D-Sacramento) requires, contingent upon an appropriation, an LEA making an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building to install interior locks on each door of any room with an occupancy of five or more persons in that school building
- AB 2711 (Ramos, D-Highland) prohibits the suspension of students enrolled in grades K-12 who voluntarily disclose their use of a controlled substance, alcohol, an intoxicant of any kind, or tobacco in order to seek help through services or supports
- Senate Bill (SB) 897 (Newman, D-Fullerton) makes the District of Choice (DOC) program permanent, prevents DOCs from discriminating based on various student characteristics, requires DOCs to accept transfers for foster youth and homeless children, allows districts with a qualified or negative budget status to limit student transfers to DOCs, and requires DOC program requirements to be subject to annual audit
- SB 937 (Wiener, D-San Francisco) prohibits a local government from requiring payment of fees or charges for public improvements or facilities on a designated residential development project before the development receives a certificate of occupancy
- SB 1263 (Newman) requires the Commission on Teacher Credentialing (CTC) to convene a workgroup to assess the current design and implementation of the teacher performance assessment and report recommendations to the CTC by March 1, 2025
- SB 1288 (Becker, D-Menlo Park) requires the State Superintendent of Public Instruction to convene a working group on artificial intelligence (AI), and requires that working group to develop expanded guidance and a model policy on AI for use by LEAs

There are also a number of measures that Governor Newsom signed that became statute on January 1, 2025, but their provisions or requirements do not take effect until a later date.

- AB 938 (Muratsuchi) requires LEAs to complete the to-be-updated Form J-90 for classified and certificated staff assigned to schools by January 31, 2026, and annually thereafter
- AB 1913 (Addis, D-Morro Bay) requires LEAs and state special schools to include child abuse prevention in the annual mandated reporter training requirement for LEA employees beginning July 1, 2025
- AB 1997 (McKinnor, D-Inglewood) amends key provisions of the Teachers' Retirement Law related to creditable compensation, creditable service, and the reporting of compensation, effective upon a date determined by the California State Teachers' Retirement System board, no later than July 1, 2027
- AB 2316 (Gabriel, D-Encino) prohibits, beginning December 31, 2027, LEAs from offering, selling, or otherwise providing any food or beverages containing the following food dye additives: Blue 1, Blue 2, Green 3, Red 40, Yellow 5, and Yellow 6
- AB 2887 (Maienschein, D-San Diego) requires LEAs, by July 1, 2025, to add to their comprehensive school safety plan procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- AB 2968 (Connolly, D-San Rafael) requires, commencing with 2026-27, LEAs in high fire severity zones to include in their comprehensive school safety plan procedures related to severe fires, including a communication, refuge, and evacuation plan

- AB 2999 (Schiavo, D-San Fernando Valley) encourages LEAs to develop a homework policy for all grades by the start of the 2027-28 school year, formally adopt a final homework policy by the start of the 2028-29 school year, and update the policy at least once every five years
- AB 3216 (Hoover, R-Folsom) requires, by July 1, 2026, an LEA governing board to adopt, and update every five years, a policy to limit or prohibit student use of smartphones while at school or under the supervision and control of school employees
- SB 98 (Portantino) requires the Legislative Analyst's Office to, by January 1, 2026, submit a report to the Legislature on the effects of changing the pupil count methodology of the Local Control Funding Formula from average daily attendance to enrollment
- SB 445 (Portantino) requires the California Department of Education (CDE), by January 1, 2027, to translate the Individualized Education Program template developed by the California Collaborative for Educational Excellence into the top ten most commonly spoken languages used across the state other than English
- SB 1248 (Hurtado, D-Sanger) requires, by July 1, 2026, each LEA in the state to develop, implement, and annually review extreme weather protocols related to student physical activities outdoors
- SB 1315 (Archuleta, D-Pico Rivera) requires the CDE to, by March 1, 2025, provide a report on the number and types of reports that LEAs are required to annually submit
- SB 1318 (Wahab, D-Silicon Valley) requires LEAs to update their suicide prevention policies to include crisis intervention protocols on or after July 1, 2026

Some measures, such as urgency bills, took effect immediately upon Governor Newsom's signature. The only significant bill that fell into that category last year was AB 2927 (McCarty), which adds a personal finance course as a high school graduation requirement beginning with the 2030-31 school year and requires high schools to offer a one-semester course in personal finance beginning with the 2027-28 school year.

Egregious Misconduct Disclosure

As of January 1, 2025, Assembly Bill (AB) 2534 requires all public-school districts, county offices of education, charter schools, and state special schools in California to obtain information regarding applicants' prior egregious misconduct directly from their previous educational employers.

As part of the hiring process for certificated staff, applicants must provide a comprehensive list of their former educational (LEA) employers. A misconduct inquiry form is sent to each listed employer, and applicants are not permitted to begin work until all forms have been returned and reviewed. This requirement is in addition to existing pre-employment protocols.

Ms. Marshall, Ms. King-Berg, and with the support of YMC, Inc, have updated the organization's employee handbook to comply with this requirement. Additionally, the same team will update forms to facilitate implementing procedures to support this new legislation. Response times for these forms will largely depend on the recipients, which may vary and could impact overall processing timelines for certificated hires.

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: 25-01-07 MORCS Q2 Williams UCP Report.pdf
25-01-07 BCCS Q2 Williams UCP Report.pdf
25-01-07 BCCHS Q2 Williams UCP Report.pdf
BCCMS Grant Award Notification.pdf



**Los Angeles County
Office of Education**

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025**

DISTRICT NAME Monseñor Oscar Romero Charter School		DATE January 7, 2025
PERSON COMPLETING THIS FORM Freddy Zepeda		TITLE Executive Administrator

Quarter Covered by This Report (Check One Below):

- 1st QTR July 1 to September 30 Due: Friday, October 18, 2024
- 2nd QTR October 1 to December 31 Due: Friday, January 17, 2025
- 3rd QTR January 1 to March 31 Due: Friday, April 18, 2025
- 4th QTR April 1 to June 30 Due: Friday, July 18, 2025

DATE REPORT WAS PRESENTED TO THE GOVERNING BOARD AT A REGULARLY SCHEDULED MEETING January 27, 2025

Please Check the Box That Applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
TOTAL	0	0	0

PRINT NAME OF DISTRICT SUPERINTENDENT Yvette King-Berg	
SIGNATURE OF DISTRICT SUPERINTENDENT <i>Yvette King-Berg</i>	DATE January 7, 2025

Submit the Quarterly Summary Using Canvas Account

<https://lacoepd.instructure.com/courses/715>

or Mail to:

Los Angeles County Office of Education
Attn: Francisco Jimenez, Williams Instructional Materials
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
Fax: (562) 803-8325
Email: Jimenez_Francisco@lacoed.edu



**Los Angeles County
Office of Education**

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025**

DISTRICT NAME Bert Corona Charter School		DATE January 7, 2025
PERSON COMPLETING THIS FORM Dr. Kevin Myers		TITLE Executive Administrator

Quarter Covered by This Report (Check One Below):

- 1st QTR July 1 to September 30 Due: Friday, October 18, 2024
- 2nd QTR October 1 to December 31 Due: Friday, January 17, 2025
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PRINT NAME OF DISTRICT SUPERINTENDENT Yvette King-Berg	
SIGNATURE OF DISTRICT SUPERINTENDENT <i>Yvette King-Berg</i>	DATE January 7, 2025

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Email: Jimenez_Francisco@lacoed.edu



**Los Angeles County
Office of Education**

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025**

DISTRICT NAME Bert Corona Charter High School		DATE January 7, 2025
PERSON COMPLETING THIS FORM Ruben Dueñas	TITLE Executive Administrator/Chief Operations Officer	

Quarter Covered by This Report (Check One Below):

- 1st QTR July 1 to September 30 Due: Friday, October 18, 2024
- 2nd QTR October 1 to December 31 Due: Friday, January 17, 2025
- 3rd QTR January 1 to March 31 Due: Friday, April 18, 2025
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TOTAL	0	0	0

PRINT NAME OF DISTRICT SUPERINTENDENT Yvette King-Berg	
SIGNATURE OF DISTRICT SUPERINTENDENT <i>Yvette King-Berg</i>	DATE January 7, 2025

Submit the Quarterly Summary Using Canvas Account

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Email: Jimenez_Francisco@lacoed.edu

California Department of Education
AO-400 (REV. 08/2024)

Grant Award Notification

GRANTEE NAME AND ADDRESS Yvette King-Berg, Executive Director Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331			CDE GRANT NUMBER			
			FY	PCA	Service Location	Suffix
			24	23939	C0654	EZ
Attention Expanded Learning Programs Coordinator			INDEX		County Code	
Program Office Expanded Learning Office			0150		19	
Telephone (818) 834-5805			STANDARDIZED ACCOUNT CODE STRUCTURE			
Name of Grant Program After School Education and Safety Grant			Resource Code		Revenue Object Code	
			6010		8590	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$203,482.84		\$203,482.84		07/01/2024	06/30/2025

I am pleased to inform you that you have been funded for the After School Education and Safety Grant.

This award is made contingent upon the availability of funds. If the Legislature takes an action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please immediately contact the analyst listed below to discuss other signing options.

Please email the signed Grant Award Notification (AO-400) to:
Anna Lee at AnLee@cde.ca.gov

California Department of Education Contact Anna Lee		Job Title Staff Services Analyst	
E-mail Address AnLee@cde.ca.gov		Telephone (916) 327-5928	
Authorized by the State Superintendent of Public Instruction or Designee 		Date December 16, 2024	
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS			
<p><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. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.</i></p>			
Printed Name of Authorized Agent		Title	
E-mail Address		Telephone	
Signature 		Date	

CDE Grant Number: 19-23939-0-EZ

Page 2

Grant Award Notification (Continued)

After School Education and Safety (ASES) Grant

The purpose of the After School Education and Safety (ASES) Program is to create incentives for establishing locally driven Expanded Learning Programs, including after school programs that partner with public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools; governmental agencies; individuals from community-based organizations; and the private sector.

After School Education and Safety Grant Renewal Process

Applicants awarded an ASES grant will receive a three-year renewable grant awarded in one-year increments beginning on July 1, 2023, provided that the assurances and program requirements have been met and the state budget is approved (California *Education Code* [EC] Section 8482.4[c]). Continuation of the grant after the initial three-year grant period is contingent upon meeting all of the administrative program requirements—including attendance, expenditure, and evaluation data reporting.

Grantees are required to reapply for their grant every three years through the ASES renewal application process. Current grantees may verify the grant cycle of their program at the CDE ASES Renewal Cycles web page at

After School Education and Safety Frontier Grant

The purpose of this ASES Program—Frontier Transportation Grant is to provide supplemental funding for existing ASES Program grantees that have transportation needs due to their after school program sites being located in Frontier Areas as specified in California *EC* Section 8483.7(a)(5). The CDE will determine annually whether transportation funds are available for ASES Program grantees that have sites located in Frontier Areas.

For more detailed information about both of these grants, please visit the CDE Funding Opportunities webpage at

Payments

Payments will be issued in three increments each year (*EC* Section 8482.4[f]).

Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
65 percent payment	A payment will be processed within 30 days of returning the originally signed AO-400 to the CDE.
25 percent payment	On receipt of first semiannual attendance reports, first and second quarter expenditure reports (October–December), and all other required reports by January 31.
10 percent payment	On receipt of second semiannual attendance reports, third and fourth quarter expenditure reports (April–June), and all other required reports by July 31.

Coversheet

YPICS Financials

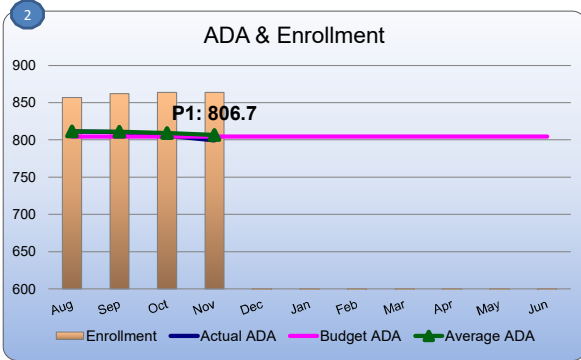
Section: V. Items Scheduled For Action
Item: A. YPICS Financials
Purpose: Vote
Submitted by:
Related Material: 24-25 YPICS Financials Board Packet 12.24.pdf

YPI CHARTER SCHOOLS, INC - Financial Dashboard (December 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 7 students above budget, resulting in a \$17K increase in LCFF Revenue.

Forecast includes \$1.68M of restricted one-time funds. An additional \$1.08M remains available to spend through FY27/28.

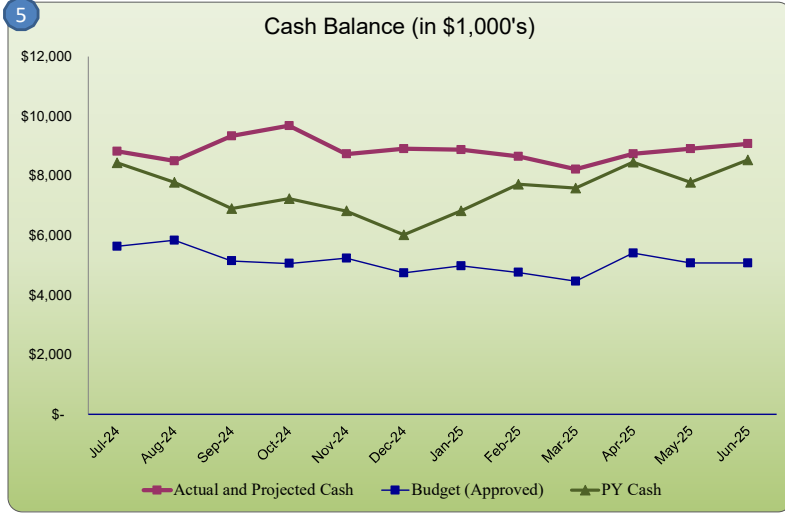
Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 4	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24 P2	FY 22-23 P2
Enrollment	864	859	852	7	859	0	847	823
ADA %	93.8%	94.1%	94.5%	-0.3%	282.8%	-188.7%	92.7%	90.2%
Average ADA	806.67	809.06	804.74	4.32	810.54	(1.48)	778.37	742.26

4 Income Statement

	Actual through 12/31/24	Forecast as of 12/31/24	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	4,592,131	12,199,869	12,182,867	17,002	12,232,063	(32,195)	11,612,823	10,210,742
Federal Revenue	518,183	1,906,111	1,914,253	(8,142)	1,906,705	(595)	3,510,698	3,101,915
State Revenue	3,111,682	4,049,140	3,540,169	508,971	3,271,109	778,031	3,313,241	3,467,525
Other Local Revenue	560,965	1,066,252	1,032,850	33,402	2,556,006	(1,489,755)	3,029,652	1,037,193
Grants/Fundraising	47,874	76,025	60,000	16,025	74,390	1,635	43,383	68,873
TOTAL REVENUE	8,830,835	19,297,396	18,730,139	567,257	20,040,274	(742,878)	21,509,798	17,886,248
<i>Total per ADA</i>		23,852	23,275	577	24,770	(918)	27,634	24,097
<i>w/o Grants/Fundraising</i>		23,758	23,200	557	24,678	(920)	27,579	24,004
Certificated Salaries	2,981,854	6,410,866	6,591,305	180,439	6,445,914	35,048	6,108,717	5,318,471
Classified Salaries	1,558,269	3,300,141	3,188,363	(111,778)	3,282,368	(17,773)	3,082,354	2,541,261
Benefits	1,674,725	3,181,556	3,086,329	(95,227)	3,232,065	50,510	2,956,342	2,553,891
Student Supplies	799,739	1,712,707	1,525,298	(187,408)	1,695,305	(17,401)	1,853,818	1,884,948
Operating Expenses	2,078,546	4,295,392	4,047,396	(247,996)	4,289,917	(5,475)	4,318,530	4,473,332
Other	509,831	1,021,119	1,008,354	(12,765)	1,022,022	903	1,080,851	1,085,893
TOTAL EXPENSES	9,602,965	19,921,781	19,447,046	(474,735)	19,967,592	45,811	19,400,612	17,857,796
<i>Total per ADA</i>		24,623	24,166	(458)	24,680	(57)	24,925	24,059
NET INCOME / (LOSS)	(772,130)	(624,385)	(716,907)	92,522	72,682	(697,067)	2,109,186	28,452
Op Inc Excl. Non-cash Lease Exp	(344,818)	280,116	170,602	109,514	979,783	(699,667)	3,079,841	0



Year-End Cash Balance

Projected	Budget	Variance
9,082,549	5,077,498	4,005,052

6 Balance Sheet

	6/30/2024	11/30/2024	12/31/2024	6/30/2025 FC
Assets				
Cash, Operating	8,537,596	8,734,113	8,911,963	9,082,261
Cash, Restricted	0	0	0	0
Accounts Receivable	5,097,623	2,251,813	817,128	2,034,015
Due From Others	3,726	3,770	3,770	3,770
Other Assets	2,147,938	1,952,352	1,936,239	1,997,507
Net Fixed Assets	25,953,461	25,585,895	25,512,436	25,073,279
Total Assets	41,740,344	38,527,942	37,181,536	38,190,831
Liabilities				
A/P & Payroll	1,091,094	892,017	773,652	1,323,474
Due to Others	1,063,512	409,186	389,314	550,974
Deferred Revenue	2,706,109	0	0	354,691
Other Liabilities	1,852,081	1,852,081	1,852,081	1,738,122
Total Debt	6,897,047	6,836,157	6,808,117	6,717,454
Total Liabilities	13,609,843	9,989,441	9,823,164	10,684,715
Equity				
Beginning Fund Bal.	26,021,317	28,130,503	28,130,503	28,130,503
Net Income/(Loss)	2,109,186	408,000	(772,130)	(624,385)
Total Equity	28,130,503	28,538,502	27,358,373	27,506,117
Total Liabilities & Equity	41,740,345	38,527,943	37,181,537	38,190,832
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	169	167	171	174
Cash Reserve %	46%	45.9%	46.8%	47.7%

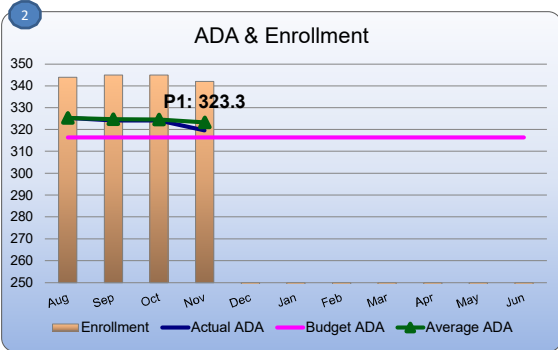


BERT CORONA CHARTER SCHOOL - Financial Dashboard (December 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 6 students above budget, resulting in a \$88K increase in LCFF Revenue.

Forecast includes \$754K of restricted one-time funds. An additional \$195K remains available to spend through FY27/28.

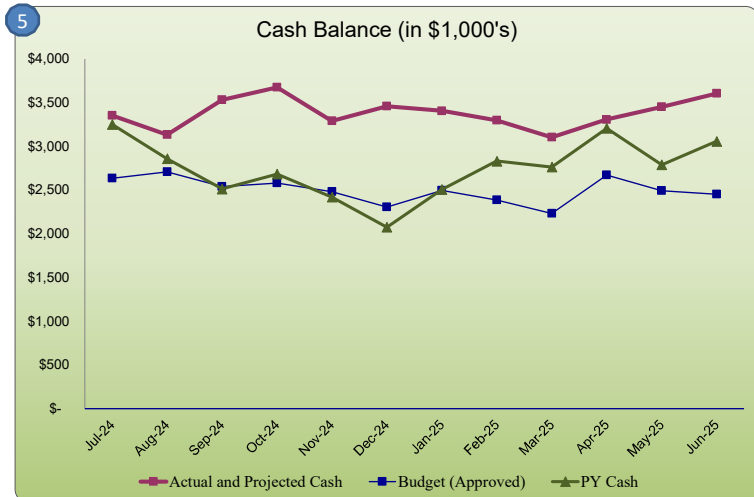
Due to the audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 4	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	342	339	333	6	339	0	342	333
Attendance %	94.0%	94.5%	95.0%	-0.5%	94.7%	-0.3%	93.0%	0.0%
Avg Daily Attendance (ADA)	323.26	322.67	316.35	6.32	323.00	(0.33)	321.84	307.25

4 Income Statement

	Actual through 12/31/24	Forecast as of 12/31/24	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	1,780,716	4,602,749	4,515,190	87,559	4,607,499	(4,750)	4,531,333	4,005,725
Federal Revenue	209,251	784,570	789,059	(4,489)	784,654	(84)	1,370,027	1,218,493
State Revenue	1,356,805	1,910,764	1,599,049	311,714	1,550,262	360,502	1,519,681	1,542,496
Other Local Revenue	222,277	401,560	404,993	(3,433)	1,019,501	(617,941)	1,187,725	356,226
Grants/Fundraising	29,570	29,570	20,000	9,570	27,935	1,635	4,849	22,447
TOTAL REVENUE	3,598,619	7,729,212	7,328,291	400,921	7,989,851	(260,639)	8,613,615	7,145,386
<i>Total per ADA</i>		23,954	23,165	789	24,762	(808)	26,764	23,256
<i>w/o Grants/Fundraising</i>		23,862	23,102	760	24,675	(813)	26,749	23,183
Certificated Salaries	1,094,823	2,314,114	2,305,977	(8,137)	2,241,312	(72,801)	2,186,330	1,882,882
Classified Salaries	573,775	1,220,439	1,137,451	(82,988)	1,201,458	(18,980)	1,083,041	900,343
Benefits	572,547	1,122,025	1,012,704	(109,322)	1,123,938	1,913	995,440	870,042
Student Supplies	408,714	801,778	691,919	(109,860)	792,821	(8,958)	777,197	865,254
Operating Expenses	1,067,081	2,163,332	2,102,055	(61,278)	2,193,620	30,288	2,346,661	2,456,016
Other	41,211	82,244	66,303	(15,941)	82,244	0	92,022	94,050
TOTAL EXPENSES	3,758,151	7,703,933	7,316,408	(387,524)	7,635,393	(68,539)	7,480,690	7,068,587
<i>Total per ADA</i>		23,876	23,128	(748)	23,663	212	23,244	23,006
NET INCOME / (LOSS)	(159,531)	25,280	11,882	13,397	354,458	(329,178)	1,132,925	76,798
OPERATING INCOME	(118,320)	107,523	78,185	29,339	436,702	(329,178)	1,224,947	170,849



Year-End Cash Balance

Projected	Budget	Variance
3,602,274	2,450,950	1,151,324

6 Balance Sheet

	6/30/2024	11/30/2024	12/31/2024	6/30/2025 FC
Assets				
Cash, Operating	3,056,729	3,290,078	3,457,791	3,602,274
Cash, Restricted	0	0	0	0
Accounts Receivable	2,406,105	1,084,417	513,652	942,103
Due From Others	2,594	2,600	2,600	2,600
Other Assets	2,081,300	1,973,643	1,962,712	1,958,091
Net Fixed Assets	675,465	641,092	634,253	593,221
Total Assets	8,222,192	6,991,830	6,571,008	7,098,290
Liabilities				
A/P & Payroll	370,981	344,327	327,038	594,334
Due to Others	462,183	83,316	68,781	153,986
Deferred Revenue	1,054,309	0	0	96,940
Other Liabilities	1,882,538	1,882,538	1,882,538	1,775,569
Total Debt	0	0	0	0
Total Liabilities	3,770,010	2,310,181	2,278,357	2,620,828
Equity				
Beginning Fund Bal.	3,319,257	4,452,182	4,452,182	4,452,182
Net Income/(Loss)	1,132,925	229,467	(159,531)	25,280
Total Equity	4,452,182	4,681,649	4,292,650	4,477,462
Total Liabilities & Equity	8,222,192	6,991,830	6,571,008	7,098,290
Days Cash on Hand	151	159	166	173
Cash Reserve %	41.4%	43.6%	45.4%	47.3%





BERT CORONA CHARTER SCHOOL

Financial Analysis

December 2024

Net Income

Bert Corona Charter School is projected to achieve a net income of \$25K in FY24-25 compared to \$12K in the board approved budget. Reasons for this positive \$13K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2024, the school's cash balance was \$3.46M. By June 30, 2025, the school's cash balance is projected to be \$3.60M, which represents a 47% reserve.

As of December 31, 2024, the Accounts Receivable balance was \$514K, down from \$1K in the previous month, due to the receipt of revenue earned in FY23-24.

As of December 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$327K, compared to \$344K in the prior month.

As of December 31, 2024, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$7.73M, which is \$401K or 5.5% over budgeted revenue of \$7.33M.

Child Nutrition Federal Revenue – is projected to be above budget by \$67K due to higher reimbursement rates for Nutrition Program.

Child Nutrition State Revenue – is projected to be above budget by \$20K due to higher reimbursement rates for Nutrition Program.

SB740 Revenue - is projected to be above budget by \$74K due to the under accrual of FY22-23 SB740 amount

Other State Revenue - is projected to be above budget by \$216K due to moving more one time funds from FY25-26 to the current year

Expenses

Total expenses for FY24-25 are projected to be \$7.70M, which is \$388K or 5.3% over budgeted expenditures of \$7.32M.

Health Costs are projected to be higher than budget by \$118K based on the actuals for the first 7 months

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



Nutrition Program Food Supplies are projected to be higher than budget by \$80K due to higher participation rates for the nutrition program. This increase is offset by increases in State and Federal Nutrition Revenue.

SPED costs are projected to be higher than budget by \$37K based on the actuals for last year.

ADA

Budgeted P2 ADA is 316.35 based on enrollment of 333 and a 95.0% attendance rate.

Forecast P2 ADA is 322.67 based on enrollment of 339 and a 94.5% attendance rate.

Actual ADA through Month 4 is 323.26 with ending enrollment of 342 and a 94.0% attendance rate.

In Month 4, ADA was 319.58 with a 93.0% attendance rate.

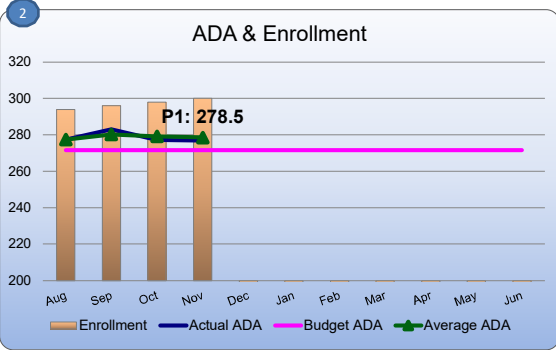
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (December 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 11 students above budget, resulting in a \$112K increase in LCFF Revenue.

Forecast includes \$576K of restricted one-time funds. An additional \$356K remains available to spend through FY27/28.

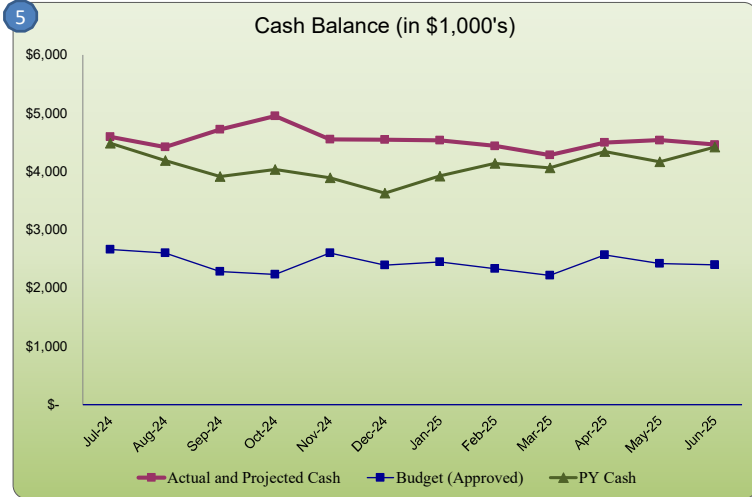
Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 4	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	300	297	286	11	297	0	282	275
Attendance %	94.3%	94.6%	95.0%	-0.4%	95.0%	-0.4%	92.8%	0.0%
Avg Daily Attendance (ADA)	278.52	280.28	271.70	8.58	280.98	(0.70)	256.48	254.51

4 Income Statement

	Actual through 12/31/24	Forecast as of 12/31/24	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	1,441,058	4,031,001	3,918,531	112,471	4,050,659	(19,658)	3,670,040	3,360,632
Federal Revenue	171,650	670,957	667,301	3,656	671,353	(396)	1,506,579	1,090,004
State Revenue	1,149,884	1,423,706	1,393,980	29,726	1,244,060	179,646	1,133,377	1,621,764
Other Local Revenue	210,833	431,620	376,946	54,674	907,830	(476,210)	1,075,406	400,778
Grants/Fundraising	-	20,000	20,000	0	20,000	0	1,535	11,460
TOTAL REVENUE	2,973,426	6,577,285	6,376,758	200,527	6,893,902	(316,618)	7,386,937	6,484,638
<i>Total per ADA</i>		23,467	23,470	(3)	24,596	(1,130)	28,801	25,479
<i>w/o Grants/Fundraising</i>		23,395	23,396	(1)	24,525	(1,130)	28,795	25,434
Certificated Salaries	897,392	1,992,545	2,114,275	121,730	2,051,899	59,354	1,894,291	1,605,293
Classified Salaries	424,745	936,930	945,392	8,462	959,354	22,424	873,175	774,512
Benefits	443,909	879,746	895,751	16,005	923,390	43,644	830,166	710,560
Student Supplies	246,327	568,706	515,237	(53,468)	565,157	(3,549)	726,716	628,998
Operating Expenses	930,075	1,942,128	1,741,851	(200,277)	1,886,202	(55,926)	1,719,925	1,874,014
Other	452,649	907,393	910,228	2,836	908,393	1,000	926,543	946,401
TOTAL EXPENSES	3,395,097	7,227,448	7,122,735	(104,713)	7,294,395	66,947	6,970,816	6,539,778
<i>Total per ADA</i>		25,787	26,215	429	26,025	(239)	27,179	25,696
NET INCOME / (LOSS)	(421,671)	(650,163)	(745,977)	95,814	(400,492)	(249,671)	416,121	(55,139)
OPERATING INCOME	(37,827)	116,293	19,087	97,206	365,553	(249,260)	1,201,981	746,343



Year-End Cash Balance

	Projected	Budget	Variance
	4,459,104	2,399,737	2,059,367

6 Balance Sheet

	6/30/2024	11/30/2024	12/31/2024	6/30/2025 FC
Assets				
Cash, Operating	4,419,671	4,551,032	4,542,648	4,459,104
Cash, Restricted	0	0	0	0
Accounts Receivable	1,863,222	689,819	179,817	654,756
Due From Others	299	299	299	299
Other Assets	61,649	17,272	16,420	57,911
Net Fixed Assets	25,163,936	24,844,066	24,780,092	24,397,480
Total Assets	31,508,776	30,102,488	29,519,275	29,569,550
Liabilities				
A/P & Payroll	434,781	310,320	253,373	357,944
Due to Others	587,275	343,496	342,620	359,899
Deferred Revenue	1,052,839	0	0	254,568
Other Liabilities	6,989	6,989	6,989	0
Total Debt	6,897,047	6,836,157	6,808,117	6,717,454
Total Liabilities	8,978,930	7,496,963	7,411,099	7,689,866
Equity				
Beginning Fund Bal.	22,113,726	22,529,847	22,529,847	22,529,847
Net Income/(Loss)	416,121	75,678	(421,671)	(650,163)
Total Equity	22,529,847	22,605,525	22,108,176	21,879,684
Total Liabilities & Equity	31,508,777	30,102,488	29,519,275	29,569,550
Days Cash on Hand	261	254	257	252
Cash Reserve %	71.5%	69.7%	70.3%	69.0%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

December 2024

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$650K in FY24-25 compared to -\$746K in the board approved budget. Reasons for this positive \$96K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2024, the school's cash balance was \$4.54M. By June 30, 2025, the school's cash balance is projected to be \$4.46M, which represents a 69% reserve.

As of December 31, 2024, the Accounts Receivable balance was \$180K, down from \$690K in the previous month, due to the receipt of revenue earned in FY23-24.

As of December 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$253K, compared to \$310K in the prior month.

As of December 31, 2024, MORCS had a debt balance of \$6.81M compared to \$6.84M in the prior month. An additional \$91K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$6.58M, which is \$201K or 3.1% over budgeted revenue of \$6.38M.

LCFF Revenue – is projected to be higher budget by \$112K due to higher enrollment

Child Nutrition Federal Revenue – is projected to be above budget by \$37K due to higher participation rates for Nutrition Program.

Interest - is projected to be over budget by \$65K.

Expenses

Total expenses for FY24-25 are projected to be \$7.23M, which is \$105K or 1.5% over budgeted expenditures of \$7.12M.

Nutrition Program Food Supplies are projected to be higher than budget by \$34K due to higher cost rates for the nutrition program. The additional expense is offset by higher revenue rates

Contracted Substitute Costs are projected to be higher than budget by \$60K

Other Facilities costs are projected to be higher than budget by \$50K

Field Trips are projected to be higher than budget by \$25K.

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



ADA

Budgeted P2 ADA is 271.70 based on enrollment of 286 and a 95.0% attendance rate.

Forecast P2 ADA is 280.28 based on enrollment of 297 and a 94.6% attendance rate.

Actual ADA through Month 4 is 278.52 with ending enrollment of 300 and a 94.3% attendance rate.

In Month 4, ADA was 276.84 with a 92.3% attendance rate.

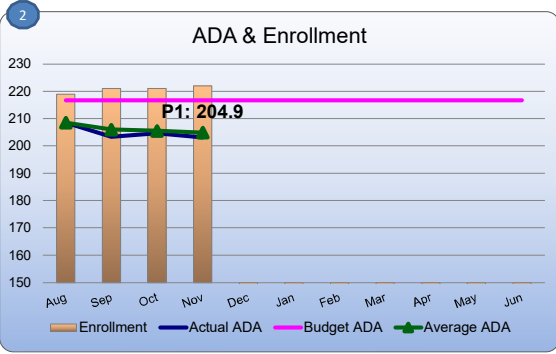
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (December 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 10 students below budget, resulting in a \$183K decrease in LCFF Revenue.

Forecast includes \$354K of restricted one-time funds. An additional \$59K remains available to spend through FY27/28.

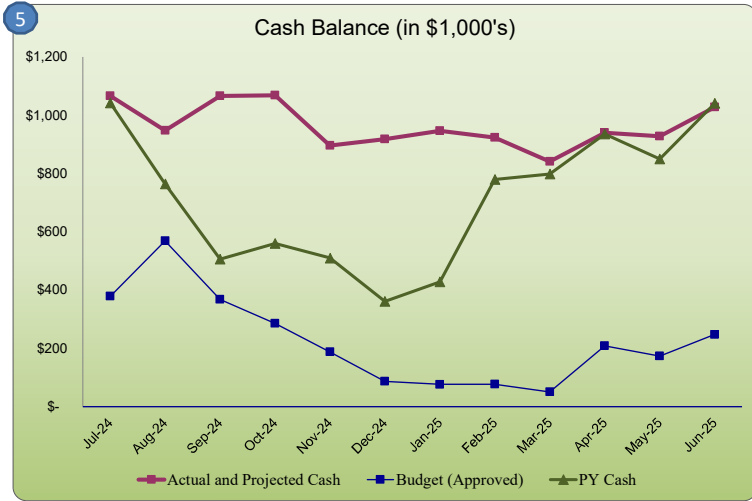
Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 4	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	222	223	233	(10)	223	0	223	210
Attendance %	92.8%	92.9%	93.0%	-0.1%	93.1%	-0.1%	91.9%	0.0%
Avg Daily Attendance (ADA)	204.89	206.11	216.69	(10.58)	206.56	(0.45)	200.05	180.50

4 Income Statement

	Actual through 12/31/24	Forecast as of 12/31/24	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	1,370,357	3,566,119	3,749,147	(183,028)	3,573,905	(7,786)	3,411,450	2,844,385
Federal Revenue	137,281	450,583	457,892	(7,309)	450,698	(115)	634,092	793,417
State Revenue	604,993	714,670	547,139	167,530	476,787	237,883	660,183	303,265
Other Local Revenue	125,581	230,798	250,911	(20,113)	627,123	(396,325)	755,242	276,601
Grants/Fundraising	18,304	26,455	20,000	6,455	26,455	0	36,999	34,967
TOTAL REVENUE	2,256,517	4,988,625	5,025,090	(36,465)	5,154,968	(166,343)	5,497,966	4,252,636
<i>Total per ADA</i>		24,204	23,190	1,013	25,011	(807)	27,483	23,560
<i>w/o Grants/Fundraising</i>		24,075	23,098	977	24,882	(807)	27,298	23,367
Certificated Salaries	767,997	1,657,316	1,720,557	63,240	1,704,609	47,293	1,590,587	1,417,641
Classified Salaries	405,414	829,532	787,709	(41,823)	800,895	(28,637)	788,686	554,770
Benefits	453,142	872,647	867,184	(5,463)	883,779	11,132	792,439	637,399
Student Supplies	133,186	322,661	306,798	(15,863)	322,661	0	340,415	381,289
Operating Expenses	668,879	1,277,356	1,296,992	19,636	1,295,693	18,337	1,366,488	1,210,453
Other	14,390	28,614	28,662	48	28,614	(0)	59,209	44,291
TOTAL EXPENSES	2,443,008	4,988,128	5,007,903	19,775	5,036,252	48,125	4,937,825	4,245,843
<i>Total per ADA</i>		24,201	23,111	(1,090)	24,435	(233)	24,683	23,523
NET INCOME / (LOSS)	(186,491)	498	17,187	(16,690)	118,716	(118,218)	560,141	6,793
OPERATING INCOME	(172,101)	29,112	45,850	(16,737)	147,330	(118,218)	619,350	51,084



6 Balance Sheet

	6/30/2024	11/30/2024	12/31/2024	6/30/2025 FC
Assets				
Cash, Operating	1,040,822	895,677	917,931	1,032,431
Cash, Restricted	0	0	0	0
Accounts Receivable	828,296	477,576	123,659	437,156
Due From Others	618	618	618	618
Other Assets	34,276	10,644	10,030	27,998
Net Fixed Assets	106,466	94,458	92,076	77,851
Total Assets	2,010,479	1,478,973	1,144,315	1,576,054
Liabilities				
A/P & Payroll	224,769	196,128	157,214	339,606
Due to Others	16,870	4,327	3,713	62,889
Deferred Revenue	598,962	0	0	3,183
Other Liabilities	5,033	5,033	5,033	5,033
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	845,633	205,488	165,961	410,711
Equity				
Beginning Fund Bal.	604,705	1,164,846	1,164,846	1,164,846
Net Income/(Loss)	560,141	108,640	(186,491)	498
Total Equity	1,164,846	1,273,485	978,355	1,165,343
Total Liabilities & Equity	2,010,479	1,478,974	1,144,315	1,576,054
Days Cash on Hand	78	65	68	76
Cash Reserve %	21.3%	17.9%	18.5%	20.8%

Year-End Cash Balance

	Projected	Budget	Variance
	1,032,431	252,968	779,463





Bert Corona Charter High School Financial Analysis December 2024

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$1K in FY24-25 compared to \$17K in the board approved budget. Reasons for this negative \$17K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2024, the school's cash balance was \$918K. By June 30, 2025, the school's cash balance is projected to be \$1.03M, which represents a 21% reserve.

As of December 31, 2024, the Accounts Receivable balance was \$124K, down from \$478K in the previous month, due to the receipt of revenue earned in FY23-24.

As of December 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$157K, compared to \$196K in the prior month.

As of December 31, 2024, BCHS had zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$4.99M, which is \$37K or 0.7% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$183K due to lower enrollment and ADA.

Other State Revenue - is projected to be above budget by \$167K to offset LCFF losses

AB602 Revenue – is projected to be below budget by \$24K due to lower enrollment and ADA.

Expenses

Total expenses for FY24-25 are projected to be \$4.99M, which is \$20K or 0.4% under budgeted expenditures of \$5.01M.

SPED Services are projected to be lower than budget by \$21K.

enrollment at MORCS and BCCS

ADA

Budgeted P2 ADA is 216.69 based on enrollment of 233 and a 93.0% attendance rate.

Forecast P2 ADA is 206.11 based on enrollment of 223 and a 92.9% attendance rate.

Actual ADA through Month 4 is 204.89 with ending enrollment of 222 and a 92.8% attendance rate.

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



In Month 4, ADA was 203.16 with a 91.9% attendance rate.

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

**YPI Charter Schools
Check Register
From 11/01/24 to 12/31/24**

Check #	Vendor Name	Date	Description	Amount
A020239	7 LAYER IT SOLUTIONS, INC.	11/19/2024	11/24 - SERVICE MANAGED NETWORK DEVICE	1,295.00
A020864	7 LAYER IT SOLUTIONS, INC.	12/20/2024	12/24 - SERVICE MANAGED NETWORK DEVICE	1,295.00
312622	AFLAC WORLDWIDE HEADQUARTERS	11/1/2024	10/24 - PREMIUM	1,471.56
312675	AFLAC WORLDWIDE HEADQUARTERS	11/27/2024	11/24 - PREMIUM	1,471.56
P062147	Amazon Capital Services	11/1/2024	MODELING CLAY, CHENILLE STEMS	126.10
P062450	Amazon Capital Services	11/8/2024	(1) WIRELESS MICROPHONE SYSTEM, ETC	3,403.46
P063054	Amazon Capital Services	11/19/2024	LEATHER BEESWAX, EYELETS, LEATHER WORKING TOOLS, ETC	1,046.25
P063055	Amazon Capital Services	11/19/2024	(1) ELECTRIC BALL PUMP, (1) SPEAKER, VOLLEYBALLS, ETC	5,687.47
P063656	Amazon Capital Services	12/4/2024	SOCCER BALLS	2,905.87
P063995	Amazon Capital Services	12/1/2024	ADDRESS LABELS, MARKERS, PENCIL BOXES, CRICUT PENS, PENS ETC	2,992.57
P063996	Amazon Capital Services	12/11/2024	PENS, MARKERS	0.81
312652	AT&T	11/19/2024	10/24 - FAX SERVICE	202.86
312691	AT&T	12/11/2024	11/24 - FAX SERVICE	203.70
312637	AT&T MOBILITY	11/8/2024	09/18/24-10/17/24 - CELLPHONES & WALKIES	1,432.87
312708	AT&T MOBILITY	12/19/2024	10/18/24-11/17/24 - CELLPHONES & WALKIES	1,432.73
P063059	A-TECH SYSTEMS	11/19/2024	FIRE ALARM - RETEST COMPLETE	695.00
312623	Basic Pacific	11/1/2024	10/24 - FSA MONTHLY FEE	411.84
312653	Basic Pacific	11/19/2024	11/24 - FSA MONTHLY FEE	528.84
312709	Basic Pacific	12/19/2024	12/24 - FSA MONTHLY FEE	538.20
P063060	BLASERK	11/19/2024	11/12/24 - DJ SERVICES - HOMECOMING	500.00
P064501	BLUE WAVE	12/20/2024	(24) PE PANTS	473.04
312707	BRETT WALTER	12/12/2024	12/15/24 - MENTOR STIPEND	2,177.53
E018051	BUR-CAL TERMITE & PEST CONTROL INC.	11/1/2024	09/25/24 - PEST CONTROL	385.00
E018158	BUR-CAL TERMITE & PEST CONTROL INC.	11/8/2024	10/23/24 - PEST CONTROL	385.00
E018643	BUR-CAL TERMITE & PEST CONTROL INC.	12/11/2024	11/27/24 - PEST CONTROL	385.00
P063994	CAREPORTAL	12/11/2024	10/24 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
312710	CDW GOVERNMENT, INC.	12/19/2024	(1) SYNOLOGY RACKSTATION	5,003.05
312654	CFOMW TAX LLC	11/19/2024	FY2021 Q2 - SUCCESS FEE FOR EMPLOYEE RETENTION CREDIT CLAIM	62,004.20
312624	CHARTERSAFE	11/1/2024	FY23-24 - WORKER'S COMPENSATION AUDIT	23,227.17
312682	CHARTERSAFE	12/4/2024	FY24-25 - CHARTERSAFE SUMMIT EVENT - NO SHOW FEES	100.00
312625	CHRISTINA LUC	11/1/2024	11/07/24-11/09/24 - MEAL PER DIEM - 2024 CALIFORNIA MATHEMATICS COUNCIL CON	278.50
312662	CHRISTINA LUC	11/25/2024	MILEAGE - CALIFORNIA MATHEMATICS COUNCIL	197.05
312672	CHRISTINA MOUSAVI	11/26/2024	FY23-24- STRS EXCESS REFUND	23.08
312683	CLIFTONLARSONALLEN LLP	12/4/2024	FY23-24 - AUDIT SERVICES	10,849.65
A020236	CROSS COUNTRY EDUCATION	11/19/2024	10/01/24-10/31/24 - SPED SERVICES - APE, BID, OT, SLP, SLPA	48,096.72
A020645	CROSS COUNTRY EDUCATION	12/11/2024	11/01/24-11/22/24 - SPED SERVICES - ACA, BID, DHH, SLP, SLPA	23,665.34
A020867	CROSS COUNTRY EDUCATION	12/20/2024	11/01/24-11/18/24 - SUBSTITUTES - SPED AIDE MULTIPLE STUDENTS	3,684.53
P064505	CTL Corporation	12/20/2024	LAPTOP REPAIRS	131.52
312627	DEPARTMENT OF HOUSING AND COMMUNITY DEVELOP	11/1/2024	2025 - REGISTRATION RENEWAL SERIAL # 5901263S14145	216.00
312655	Department Of Industrial Relations	11/19/2024	10/15/24 - INSPECTION FEE - CONVEYANCE 178521	450.00
P063070	DYNAMIC EDUCATION SERVICES, INC.	11/19/2024	10/24 - SUPPLEMENTAL ACADEMIC SUPPORT SERVICES	1,000.00
P064504	DYNAMIC EDUCATION SERVICES, INC.	12/20/2024	11/24 - SUPPLEMENTAL ACADEMIC SUPPORT SERVICES	800.00
P064503	EDUCATIONAL DESIGNS FOR EDUCATION	12/20/2024	FY24-25 - CONSULTING SERVICES	4,500.00
312638	EMPLOYMENT DEVELOPMENT DEPARTMENT	11/8/2024	07/01/24-09/30/24 - SELD LOCAL EXPERIENCE CHARGE	2,250.15
312656	EXED	11/19/2024	10/24 - MANAGEMENT CONTRACT FEE	25,270.83
312711	EXED	12/19/2024	11/24 - MANAGEMENT CONTRACT FEE	25,270.83
P062452	FACE PAINT AND FAIRYTALES	11/8/2024	10/10/24 - FACE PAINTING SERVICES	315.00
312639	FRESH START HEALTHY MEALS, INC.	11/8/2024	10/24 - STUDENT'S MEALS	79,347.46
312657	FRESH START HEALTHY MEALS, INC.	11/19/2024	10/24 - STUDENT'S MEALS	56,458.40
P063657	FRESH START HEALTHY MEALS, INC.	12/4/2024	11/24- LUNCH - SPECIAL BBQ EVENT	1,628.60
312692	FRESH START HEALTHY MEALS, INC.	12/11/2024	11/24 - STUDENT'S MEALS	70,310.39
P064506	FRESH START HEALTHY MEALS, INC.	12/20/2024	11/24 - SERVER	2,339.48
312628	FRONTIER	11/1/2024	10/13/24-11/12/24 - FAX SERVICE	344.70
312693	FRONTIER	12/11/2024	11/13/24-12/12/24 - FAX SERVICE	344.70
312694	GABRIELLE PONAMAN	12/11/2024	SCHOOL PSYCHOLOGIST INTERNSHIP - 1ST INSTALLMENT	10,000.00
312629	HERNANDEZ JANITORIAL SERVICES	11/1/2024	10/01/24-10/15/24 - MAINTENANCE SERVICE	1,815.00
312676	HERNANDEZ JANITORIAL SERVICES	11/27/2024	10/16/24-10/31/24 - MAINTENANCE SERVICE	2,145.00
312684	HERNANDEZ JANITORIAL SERVICES	12/4/2024	11/01/24-11/15/24 - MAINTENANCE SERVICE	1,650.00
312695	HERNANDEZ JANITORIAL SERVICES	12/11/2024	11/16/24-11/30/24 - MAINTENANCE SERVICE	1,320.00
312712	HERNANDEZ JANITORIAL SERVICES	12/19/2024	12/01/24-12/15/24 - MAINTENANCE SERVICE	1,650.00
P062148	HESS AND ASSOCIATES, INC.	11/1/2024	FY24-25 - 1ST QUARTER RETIREMENT REPORT & ANNUAL FEE	1,550.00
312640	HOME DEPOT CREDIT SERVICES	11/8/2024	CLEANING SUPPLIES	250.65
312713	HOME DEPOT CREDIT SERVICES	12/19/2024	STATEMENT CLOSING 12/05/24	573.38
P062451	IMPACT CANINE SOLUTIONS	11/8/2024	10/01/24-10/17/24 - CANINE SERVICE	880.00
P063993	IMPACT CANINE SOLUTIONS	12/11/2024	11/08/24 - CANINE SERVICE	440.00
312658	ISIS PENA	11/19/2024	FOOD 4 LESS - SNACKS - FIELD TRIP TO CROSS COUNTRY MEET	50.04
312671	JASON LOWY	11/26/2024	FY23-24- STRS EXCESS REFUND	22.93
P063057	JEANNETTE M CRUZ REIBER	11/19/2024	09/24 - MONTHLY CREDENTIALING SERVICES	1,600.00
312677	JEANNETTE M CRUZ REIBER	11/27/2024	11/24 - MONTHLY CREDENTIALING SERVICES	800.00
P062454	JEFFREY SAMUELS DBA SANDY'S COMMUNICATIONS	11/8/2024	(6) MOTOROLA RADIO	1,293.15
312678	JOANNA DIAZ	11/27/2024	10/01/24-10/24/24 - JANITORIAL SERVICES	2,550.00
312685	JOANNA DIAZ	12/4/2024	11/05/24-11/22/24 - JANITORIAL SERVICES	1,870.00
E018157	KELLY SPICERS STORES	11/8/2024	COPY PAPER, FUEL SURCHARGE	614.30
312681	KEVIN LOPEZ	11/27/2024	12/24 - FINAL CHECK - K. LOPEZ	1,360.73
312630	KNOTTS BERRY FARM	11/1/2024	11/22/24 - ADMISSION & PARKING	5,070.00
312641	LA DEPT. OF WATER AND POWER	11/8/2024	08/27/24-09/26/24 - ELECTRIC CHARGES	23,523.67
312663	LA DEPT. OF WATER AND POWER	11/25/2024	10/16/24-11/14/24 - ELECTRIC, WATER & SEWER CHARGES	6,059.77
312696	LA DEPT. OF WATER AND POWER	12/11/2024	10/28/24-12/02/24 - ELECTRIC CHARGES	5,595.22

Check #	Vendor Name	Date	Description	Amount
312697	Latino Film Institute Youth Cinema Project	12/11/2024	10/24 - INSTRUCTIONAL SERVICE CINEMA FILM MAKING	18,016.86
312659	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	11/19/2024	10/24 - LEGAL SERVICES	8,115.00
A020647	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	12/11/2024	11/24 - LEGAL SERVICES	5,990.60
312642	LOS ANGELES UNIFIED SCHOOL DISTRICT	11/8/2024	07/24-09/24 - PREVENTIVE MAINTENANCE, SERVICE CALLS	21,469.17
P062146	LUIS GIRON	11/1/2024	10/24 - LANDSCAPING SERVICE	800.00
312664	Luminarias	11/25/2024	05/24 to 10/24- NON SPECIAL EDUCATION THERAPIST SERVICE	57,000.00
312698	Luminarias	12/11/2024	11/24 - NON SPECIAL EDUCATION THERAPIST SERVICE	11,000.00
312660	MAJOR METROPOLITAN SECURITY	11/19/2024	12/24 - MONITORING SERVICE	405.00
312714	MAJOR METROPOLITAN SECURITY	12/19/2024	01/25 - MONITORING SERVICE	405.00
312631	MARIA FATIMA ORTIZ	11/1/2024	09/14/24 - TRANSPORTATION - GALEN CENTER	2,195.00
312686	MARIA FATIMA ORTIZ	12/4/2024	11/22/24 - TRANSPORTATION - KNOTT'S BERRY FARM FIELD TRIP	2,200.00
312699	MARIA FATIMA ORTIZ	12/11/2024	10/24/24 - TRANSPORTATION - AQUARIUM OF THE PACIFIC	2,195.00
E018160	MCCALLA COMPANY	11/8/2024	CUSTODIAL SUPPLIES, FUEL SURCHARGE	677.33
E018334	MCCALLA COMPANY	11/19/2024	WET MOP, FACIAL TISSUE, COMBO BUCKET	342.32
E018644	MCCALLA COMPANY	12/11/2024	SCRUB BRUSHES, THREADED HANDLES, DEGREASER	75.85
P062145	MEL'S MOBILE DETAILING LLC	11/1/2024	10/24 - CAR DETAILING SERVICES - VANS # 62 & 73	300.00
P062453	MEMORIAS PHOTO BOOTH	11/8/2024	10/31/24 - PHOTO BOOTH SERVICES	328.50
312690	MEMORIAS PHOTO BOOTH	12/10/2024	10/31/24 - PHOTO BOOTH SERVICES	328.50
P064502	MULTI-HEALTH SYSTEMS, INC	12/20/2024	MENTAL HEALTH FORMS & TESTS, CONNERS 4 USE FOR SPED	466.25
312632	NAYELI DUEÑAS	11/1/2024	11/07/24-11/09/24 - MEAL PER DIEM - 2024 CALIFORNIA MATHEMATICS COUNCIL CON	278.50
312700	NoRedink Corp.	12/11/2024	11/01/24-10/31/25 - NOREDINK PREMIUM STUDENT LICENSES	4,352.50
312643	OFFICE OF FINANCE, CITY OF LOS ANGELES	11/8/2024	2025 - FIRE PERMIT RENEWAL	1,805.00
312673	Oscar Montes Sarabia	11/26/2024	FY23-24- STRS EXCESS REFUND	139.63
P063058	PETER HUANG AND LORETTA HUANG	11/19/2024	10/08/24-11/06/24 - ELECTRIC CHARGES	428.50
312665	PETER HUANG AND LORETTA HUANG	11/25/2024	12/24 - RENT	3,937.02
312721	PETER HUANG AND LORETTA HUANG	12/20/2024	01/25 - RENT	3,937.02
P064500	PETER HUANG AND LORETTA HUANG	12/20/2024	11/06/24-12/10/24 - ELECTRIC CHARGES	288.95
A020048	PRN NURSING CONSULTANTS, LLC	11/8/2024	08/28/24 - SPED SERVICES	240.00
A020499	PRN NURSING CONSULTANTS, LLC	12/4/2024	10/16/24 - SPED SERVICES	720.00
A020866	PRN NURSING CONSULTANTS, LLC	12/20/2024	10/21/24 - SEIZURE & DIASTATE TRAINING	940.00
312644	PUROSERVE	11/8/2024	11/24- RO RENTAL, 11/24- CABINET RENTAL, 11/24- FILTER SERVICE RENTAL	467.09
312701	PUROSERVE	12/11/2024	11/11/24 - WATER FILTER PUSH BUTTON REPAIR	771.42
312633	Quadient Finance USA, Inc.	11/1/2024	10/24 - EQUIPMENT RENTAL	864.49
312666	Quadient Finance USA, Inc.	11/25/2024	FINANCE CHARGE, LATE FEE, POSTAGE	43.38
312715	Quadient Finance USA, Inc.	12/19/2024	POSTAGE	681.54
312634	QUADIENT LEASING USA, INC.	11/1/2024	PROPERTY TAX RECOVERY ON TERMINATED LEASE	69.23
312716	QUADIENT LEASING USA, INC.	12/19/2024	01/07/25-04/06/25 - POSTAGE MACHINE LEASING	251.07
312679	QUADIENT, INC	11/27/2024	SHIPPING CHARGES FOR POSTAGE MACHINE - 60845075-3970864	21.89
312635	REPUBLIC SERVICES #902	11/1/2024	11/24 - WASTE DISPOSAL SERVICE	1,720.49
312702	REPUBLIC SERVICES #902	12/11/2024	12/24 - WASTE DISPOSAL SERVICE	1,756.31
312674	RICHARD BENAVIDES	11/26/2024	FY23-24- STRS EXCESS REFUND	36.61
312717	RICHARD GARCIA	12/19/2024	MILEAGE - 2024 CALIFORNIA ASSESSMENT CONFERENCE	76.38
312645	RICOH USA Inc.	11/8/2024	11/13/24-12/12/24 - COPIER LEASE	2,610.83
A020237	RICOH USA Inc.	11/19/2024	10/20/24-11/19/24 - COPIER LEASE	281.91
312703	RICOH USA Inc.	12/11/2024	12/13/24-01/12/25 - COPIER LEASE	2,599.33
312718	RICOH USA Inc.	12/19/2024	11/20/24-12/19/24 - COPIER LEASE	2,965.53
E018159	RINGCENTRAL, INC.	11/8/2024	MOBILE USER	173.20
312646	RIVERSIDE ART MUSEUM	11/8/2024	11/06/24 - TOUR FEE - MUSEUM & ART WORKSHOP FIELD TRIP	475.00
E018161	Riverside Assessments, LLC	11/8/2024	WJIV ACHIEVEMENT STANDARD & EXTENDED FORM A FOR SPED, WJIV ACHIEVEM	1,027.50
312704	RYAN BRADFORD	12/11/2024	REIM: 11/16/24-11/20/24 - CITE CONFERENCE EXPENSES	1,950.91
312667	San Fernando Valley Japanese American Community Center	11/25/2024	12/24 - RENT	12,978.00
312722	San Fernando Valley Japanese American Community Center	12/20/2024	01/25 - RENT	12,978.00
A020046	SCOOT EDUCATION INC.	11/8/2024	10/14/24-10/18/24 - SUBSTITUTES	23,991.00
A020238	SCOOT EDUCATION INC.	11/19/2024	10/21/24-10/25/24 - SUBSTITUTES	19,442.00
A020498	SCOOT EDUCATION INC.	12/4/2024	10/28/24-11/01/24 - SUBSTITUTES	6,845.00
A020646	SCOOT EDUCATION INC.	12/11/2024	11/18/24-11/22/24 - SUBSTITUTES	9,082.00
A020865	SCOOT EDUCATION INC.	12/20/2024	12/02/24-12/06/24 - SUBSTITUTES	4,574.00
312668	SFVJLI	11/25/2024	12/24 - RENT	1,850.00
312723	SFVJLI	12/20/2024	01/25 - RENT	1,850.00
312647	SOUTHERN CALIFORNIA GAS COMPANY	11/8/2024	09/12/24-10/11/24 - GAS CHARGES	145.41
312661	SOUTHERN CALIFORNIA GAS COMPANY	11/19/2024	10/11/24-11/13/24 - GAS CHARGES	343.70
312719	SOUTHERN CALIFORNIA GAS COMPANY	12/19/2024	11/13/24-12/13/24 - GAS CHARGES	623.11
312636	Sparkletts	11/1/2024	10/24 - WATER BOTTLED SERVICE	68.93
312669	Sparkletts	11/25/2024	10/24 - WATER BOTTLED SERVICE	68.44
312720	Sparkletts	12/19/2024	12/24 - WATER BOTTLED SERVICE	59.96
E018162	STAPLES	11/8/2024	DIVIDERS, DRY ERASE ERASERS, BINDERS, BINDER CLIPS, ETC	244.05
E018536	STAPLES	12/4/2024	HANGING FILE FOLDERS, SANDWICH BAGS, BANDAGES, FILE FOLDERS	139.93
P063056	SUCCESS FOR ALL FOUNDATION, INC.	11/19/2024	08/09/24-09/12/24 - STAFF TRAINING - CONTRACT 104421	11,800.00
312670	SUCCESS FOR ALL FOUNDATION, INC.	11/25/2024	10/21/24-10/24/24 - STAFF TRAINING	4,800.00
STD11/26	Teresa Sale Benefits Consultant	11/27/2024	12/24 - HEALTH PREMIUM	115,438.46
STD12/20	Teresa Sale Benefits Consultant	12/23/2024	01/25 - HEALTH PREMIUMS, PRIOR PERIOD ADJUSTMENT	122,050.42
312648	The College Board	11/8/2024	USED AP EXAMINATIONS, AP LATE ORDER FEE CHARGE, AP UNUSED EXAMINATION	3,692.11
312649	Think Together	11/8/2024	INSTALLMENT #4 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
312705	Think Together	12/11/2024	INSTALLMENT #5 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
312687	THOMAS CAMPANA	12/5/2024	12/24 - FINAL CHECK - T. CAMPANA	1,726.35
312688	THOMAS CAMPANA	12/5/2024	12/24 - TABLE BONUS EARNING - T. CAMPANA	1,375.67
312689	THOMAS CAMPANA	12/6/2024	12/24 - STIPEND - T. CAMPANA	1,089.99
312650	TIME WARNER CABLE	11/8/2024	11/01/24-11/30/24 - INTERNET ACCOUNT# 90301	1,380.47
312706	TIME WARNER CABLE	12/11/2024	12/01/24-12/31/24 - INTERNET ACCOUNT# 49301	222.96
A020240	TOTAL EDUCATION SOLUTIONS	11/19/2024	09/24 - SPED SERVICES	14,250.00
312651	UNUM	11/8/2024	11/24 - DISABILITY PREMIUM	1,181.23
A020868	UNUM	12/20/2024	12/24 - DISABILITY PREMIUMS	1,181.23

Check #	Vendor Name	Date	Description	Amount
A020047	WAXIE SANITARY SUPPLY	11/8/2024	GLASS CLEANER, SPONGES, CLEANING BRUSHES, ETC	2,259.92
A020241	WAXIE SANITARY SUPPLY	11/19/2024	DISINFECTING WIPES	567.25
312680	YESENIA MARCHELL	11/27/2024	REIM: CTC - WAIVER APPLICATION FEES	300.00
				1,176,403.97

Coversheet

Approval of the Revised LCAP Federal Addendum for Monseñor Oscar Romero Charter School

Section: V. Items Scheduled For Action
Item: B. Approval of the Revised LCAP Federal Addendum for Monseñor Oscar Romero Charter School
Purpose: Vote
Submitted by:
Related Material: 25-01-15 MORCS rev LCAP Federal Addendum.pdf

Monseñor Oscar Romero Charter School

Local Control and Accountability Plan (LCAP)

Every Student Succeeds Act (ESSA)

Federal Addendum Template

LEA name:

Monseñor Oscar Romero Charter Middle

CDS code:

19-64733-0114959

Link to the LCAP:

(optional)

Monseñor Oscar Romero Charter School “Compliance webpage”:

https://drive.google.com/file/d/1MUdhKiv_7LjVwljYCu0LaPBilZtldlvH/view?usp=sharing

For which ESSA programs will your LEA apply?

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In

reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The innovative educational plan of Monseñor Oscar Romero Charter School's (MORCS) provides students with a rigorous CCSS based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning (PBL), and other student-designed service-learning opportunities that integrate the academic and technical components of the model. This approach at MORCS targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

MORCS recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, and how to support social-emotional learning, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backward design) to support universal access for all students
- Align appropriate assessments to the CCSS
- Implement instructional activities that are aligned to standards and reflect research-based best practices to support all students, including special attention to students with disabilities & ELs
- Positive Behavior Intervention Support (PBIS) Strategies (& Classroom Management)
- Rigor (Thinking rich classrooms)
- Success for All reading program (SFA) to support ELs
- Project-Based Learning (PBL)
- Mathematics Instruction

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessment instruments:

- SchoolMint Grow—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano’s Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, SchoolMint Grow, evaluation systems, setting of benchmarks, methodology and annual growth plans.

Federal funds are used by MORCS to provide student support through intervention, foster a positive school climate and culture, teacher professional development, SFA Program training, and supplies.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The use of federal funds is consistent and in alignment with the goals in our LCAP and charter petition. MORCS is committed to serving all students so that they grow, achieve and thrive academically. The instructional program includes differentiated instruction, acceleration, and rigor, which will focus on thinking rich classrooms. MORCS educators believe it is essential to take a multilayered approach to meet the needs of its diverse population. First, the school will address the social and emotional needs of all students. Second, gifted and high achieving students will be provided with rigor and thinking rich classrooms to differentiate instruction and accelerate learning. Third, students who are on grade-level and approaching proficiency will be targeted in the critical instructional areas that will support them to advance in all areas. Finally, students struggling with basic skills will be targeted for support by a wide range of experts including school administrators, coordinators, resources specialists, school counselor, and classroom teachers.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. A focus on social-emotional learning through the use of PBIS strategies and the support of a School Climate and Culture Coordinator (SCCC) will support meeting the needs of the whole child. This alignment is also connected in "Classroom Instruction that Works" (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Monseñor Oscar Romero Charter School (MORCS) believes that parent involvement translates into increased student achievement and contributes to features of our innovative program. We believe that encouraging, honoring and respecting parent voice is only the beginning. At MORCS, we aim to forge a true partnership with parents, which involves providing the parents with meaningful leadership and decision-making opportunities.

The main way in which we involve parents in decision-making for our school is through the School Advisory Council /EL Parent Advisory Council (SAC/EL-PAC). The School Advisory Council includes representatives from partner groups at our school: students, teachers, other staff members, parents, and the school principal. The SAC team collaboratively develops our school's LCAP, which is a focused plan that describes what actions will have the greatest impact in increasing student achievement and building a positive school culture. The SAC/EL-PAC team also discusses and deliberates on all areas of school-parent involvement compliance: ELD, Title 1, ESSA, LCAP, etc.

In order to most effectively develop the LCAP, the SAC/EL-PAC team assesses the needs of our school, and determines what school policies, programs, and strategies are necessary to meet the needs of our students. The SAC/EL-PAC team gathers parent feedback data that informs their decisions in a variety of ways including:

- Monthly “Café con el Director” meetings which are conducted in a town hall setting. All parents are invited to ask any and all questions they may have about the academics, culture and climate, and/or operations of the school. This feedback is gathered and shared with the admin team as well as the SAC/EL-PAC team so that it can be addressed directly or built into the LCAP
- Classroom Walkthroughs with parents three to four times per year, during which parents visit every classroom at MORCS on a regular school day. Afterwards, parents discuss the bright spots / areas of strength that they observe in the classrooms as well as the areas of concern or growth that they observe. The feedback is shared with the SAC/EL-PAC team so that it can inform which areas of focus need to be included on the LCAP.
- Semi-annual “Youth Truth” parent surveys, which allow us to gather detailed feedback from each parent regarding their perception and experiences regarding the academic program, the school culture, and the operational management of the school. This feedback is either acted directly upon by the admin team, or used by the SAC/EL-PAC team to further focus and refine our LCAP.

In addition to encouraging true parent leadership at MORCS, we also employ a variety of strategies, programs and workshops designed to keep parents as informed as possible. These include:

- Semi-annual parent conferences during which time each parent meets individually with each of their child’s teachers. Parents are informed regarding their student’s academic success and challenges in each class as well as their behavior. We are proud to regularly have an average of 95% of our parents attend during each week of conferences
- Frequent parent meetings in which school-wide policies, events, and information are shared.
- Parents are also informed of critical school information through “Remind” text messages, informational parent letters, and bulletins that are sent home on a regular basis
- Workshops are provided for parents that range from training parents on how to support their child in practicing college-ready skills (Graciela’s Dream) to how parents can support their child in utilizing technology at home to enhance their educational experience (School to Home)
- A school web site along with school-sponsored social media accounts facilitate the dissemination of information on areas of specific interest to parents, including parent workshops.

STRATEGY

MORCS holds ongoing meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the school’s participation in Title 1 and the requirements of a Title 1 school. Meetings are held both in the AM and PM to increase parent participation. Parents receive timely information about academic progress (every five weeks), assessments, curriculum, and are informed of schoolwide initiatives for the year. BCCHS reviews the Parent/School Agreement and endeavors to ensure frequent, meaningful communication by addressing any questions or concerns about the Parent/Agreement or school policies. Parents have two, one in the Fall and one in the Spring, individual parent conference appointments with teachers to ensure that they are an active part of their child’s academic program. The Charter School’s Director of Operations Administrator (DOA) serves as the full-time liaison between parents and the school.

The Family Engagement Policy was created in collaboration with founding parents, staff, & community members and ratified by our school board in the same year. Annually, the School Advisory Council reviews the policy to include any additional federal or state legislation regarding

parent engagement. The policy is included in the Student/Family Handbook, which is distributed during orientations each year and provided on the school's website.

MORCS provides administrators, teachers, instructional support personnel, and staff parents as partners training during each summer training institute. Parents survey data which solicits parent feedback on topics such as parent inclusion, implementation, and coordination of parent programs, and how to build better ties between the parents and school is included as part of the training materials. Additionally, the school has a monthly Café con Los Directores meeting with provides parents direct access to share celebrations or concerns.

Active parent and family engagement begins with bilingual orientations for new students and their families. Once a student has enrolled in the school, parents and families are invited to monthly family nights, which include topics such as literacy, math, college preparedness, financial literacy, Illuminate Trainings, etc. Also, the school communicates with students' families through various forms of bilingual outreach, including regular newsletters and phone calls home, and parents and families have access to their students' academic information via a parent portal in Illuminate, our student information system. Parents and families are also invited to engage in the school and participate in school decision-making via the school site council, English Learner Advisory Council, and volunteer program. All meetings and materials, including student progress reports, are provided in both English and the home language. Meetings are held in accessible facilities to ensure that individuals with disabilities can participate.

Finally, the school has worked with LAPD to host Days of Dialogue to provide parents with drug and gang awareness and to encourage families to remain involved in their children lives at the middle school level. A Family and Success coach, funded through the US Department of Education grant-Promise Neighborhoods, provides academic support and training to students and parents. The school also has a department of Education School Climate grant which supports the addition of a full-time social worker who provides training for parents and direct social-emotional support to students on campus.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MORCS is a Schoolwide Program. Teachers, paraprofessionals, coordinators, administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LCAP that includes the following:

- Instruction by highly qualified teachers and strategies to attract and retain effective teachers.

- Exceptional quality and ongoing professional development for teachers, administrators, coordinators, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.
- Effective methods and instructional strategies based on scientifically- based research.
- Provide enriched and accelerated curriculum
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Increase the amount and quality of student learning time.
- MORCS develops a budget to enhance student learning with Title 1 expenses to supplement classroom instruction with impactful resources and instructional materials.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

MORCS works closely to ensure services to students identified as homeless are served. Parents of homeless students are informed of the extensive range of educational opportunities available to their children. MORCS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notify parents that the school is free to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment.

MORCS' Homeless Education Policy specifies our agreement to guarantee all homeless students will receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. The Charter School will make sure that children and youth who are homeless are free from discrimination, segregation, and harassment.

MORCS has a Foster/Homeless Liaison who works with the Community Schools Coordinator to coordinate activities with other agencies, and to safeguard homeless children that are enrolled to ensure they have full and equal opportunity to succeed in school. MORCS' staff is aware of the homeless liaison's responsibility. The school will offer school stability, immediate enrollment, and enable the student to participate in extracurricular activities. If a dispute arises over an issue covered in the Homeless Education Policy, the student experiencing homelessness will be admitted immediately to MORCS pending final resolution of the conflict. The homeless student will have the right to access all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending.

The school will provide the parent or an unaccompanied student with a written explanation of its decision and the right to appeal and will refer the parent or student to the local liaison immediately. The local contact will make sure that the student is enrolled at MORCS and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the conflict. The local liaison will keep records of all disputes to determine whether

particular issues or schools are repeatedly delaying or denying the enrollment of students identified as homeless. The parent, unaccompanied youth, or school district may appeal the charter school's decision as provided in the school's formal resolution process.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MORCS has relationships with local universities, such as LA City College, UCLA, USC, California State University's, other community organizations, and involvement of all educational partners. Our middle school students have the opportunity to take field trips to the universities listed above as well as others. Students also have the opportunity to present their presentations of learning year-end projects at one of the university partnerships. Parents are invited to participate in the Career and High School Fair during the spring semester.

Students and parents have access to a guidance counselor on campus. Students have access to services to promote ongoing college awareness activities on campus which are more customary on high school campuses. College visits and financial aid workshops for parents help students to understand what courses need to be taken in middle school to help prepare them for high school and college. Teachers are provided professional development meeting in vertical teams within YPI Charter Schools to strengthen the instructional pipeline, review college and career indicators, and to provide transition articulation from middle school to high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of SchoolMint Grow, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction, and professional development. Additionally, SchoolMint Grow will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.

Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.

Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education focuses on two elements of instructional Leadership: Data-Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness.

Topics include:

- Get better Faster Teacher Development Scope and Sequence - Teacher actions
- Observation and Feedback Protocols- Leader and Coach actions
- Inter-rater reliability for observers-Leader and Coach actions
- Constructing effective feedback-Leader and Coach Actions
- Weekly Data Meeting Leader Moves and Actions
- Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
- Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
- Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Monseñor Oscar Romero School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers'

assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

Technology in the classroom

Technology in the classroom including, but not limited to iReady in ELA & Mathematics, iReady MyPath, SFA and other programs. As noted in Monseñor Oscar Romero School 2024-25 LCAP we continue to provide our students with chrome books 1 to 1. With increased access to computers in every classroom, more time is being devoted to online tools designed to precisely target standard alignment in both reading and writing. Programs such as open-source programs such as iReady, SFA as well as licensed software as presented above Monseñor Oscar Romero School students' innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students are able to progress at a faster rate than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time) as well as removes the pressure while maintaining accountability by preparing all members of the group to be the possible "random reporter", responsible for communicating the group's findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as happens often in the non-collaborative classroom.

Teachers are also trained through Professional Development and coaching to support EL and whole-class learning through the use of SDAIE strategies, as defined in the Monseñor Oscar Romero School English Learner Master Plan.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.

Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration.

- 1) MORCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, iReady, and ELPAC. Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The school will use multiple assessments to monitor and inform instructional practices and decisions.
- 2) All identified struggling students will be provided a block of intensive intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes.
- 3) Students who continue to struggle will be referred to the MTSS Team. This team is composed of administrators from Instruction, Climate & Culture, and Operations, as well as the Community Schools Coordinator, tutors/mentors to discuss the needs of general education students who continue to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student.
- 4) A student who struggles over time will be referred to the Student Success and Progress Team (SSPT). The SSPT will hold a meeting to design a more intensive academic program and goals for academic success. Students also receive assistance through the following services:
 - Small group and individualized instruction in all classrooms
 - After school tutoring
 - One to one computer-assisted learning
 - Individualized assistance from paraprofessionals
 - Parent workshops to support home-school activities and communication
 - Supplementary materials aligned with core programs for use in intersession and after-school programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ISLI program was designed to provide a strong and sustained support system for the school's leadership team. One of foci on the ISLI program was Explicit Direct Instruction, an instructional practice that supports systematized teacher modeling of concepts, guided student practice, and high student-teacher interaction. MORCS has shifted used *Success for All* model of Cooperative Learning. Yearly SFA conferences take place for both administrators, teachers and staff.

AUGUST: Workshop to expand the *Success for All* collaborative learning model

SEPTEMBER: English learner and SPED expectations and accommodations; Beginning of Year iReady data
OCTOBER: Confidentiality and Emergency Preparedness; CA Dashboard
NOVEMBER: MORCS Instructional Norms; professional development was centered around, learning objectives, warm-ups, exit tickets, thinking maps, depth of knowledge, SDAIE strategies
JANUARY: Focus on iReady beginning-of-year and middle-of-year data
MARCH: Use of the SBAC Interim Assessment data, Behavioral Intervention Plans, and Mental Health Awareness
APRIL: *Success For All* follow-up training
MAY: LCAP
JUNE: Data review local (iReady, academic marks) and state-mandated assessments (ELPAC, SBAC ELA & Math, CAST)

The school has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (*Success for All*) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school will provide enhanced instructional opportunities to immigrant students and their families. MORCS uses funds on professional development for teachers on best practices for immigrant students and supplemental materials. We engage stakeholders in developing goals and strategies through our Advisory Committees on addressing professional development, instructional strategies, and assessments to improve English Learner and immigrant youth outcomes.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MORCS will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition of English. This includes new programs to be used as supplemental technology programs; such as, iReady that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. MORCS, with the assistance of the Parent Coordinator/Director of Operations, will also

provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MORCS monitors EL students through a robust formal and informal process. Students are measured by their growth on the State’s English language assessments (EL PAC) along with a variety of other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student’s curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
 - o Local Assessments
 - o NWEA MAP Assessments (Reading)
 - o Smarter Balance Summative Assessment Results
- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
 - o Discuss action steps for those students not meeting benchmarks
 - o Suggested intervention
 - o Implementation of intervention
 - o Notification to teachers and parents regarding intervention
 - o Annual monitoring of intervention and program effectiveness
 - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)
- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.
- In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans and tracking formative and benchmark assessment results; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We offer schoolwide programs that meet the needs of all students. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

MORCS provides appropriate intervention and support for students performing below grade-level, ELs, and low-income students via technology-based and differentiated instruction. The school seeks to build teacher understanding and expertise to meet the needs of its student population and research-based practices, and uses the LCAP planning process to focus on implementation and supporting those approaches.

MORCS engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council/EL Parent Advisory, Cafe con Los Directors, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, and surveys of staff, students, parents, and teachers.

A. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

B. Safe and Healthy Students/School Climate

Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

C. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: A technology-rich learning environment, including access to technology both at school

and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback. CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

D. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Weekly and mini-benchmarks, quarterly benchmarks results-reviewed by staff to ensure school Rtl, setting of goals and academic achievement for student academic achievement. Formative assessments are conducted daily during instruction; teacher-created standards aligned exit tickets are used for checking for student understanding and to guide reteaching/flexible grouping decisions.

Monseñor Oscar Romero Charter School developed its Title IV aligned strategies in consultation with teachers, administrators, parents, and students through Leadership and Administrator Team Meetings, School Advisory Council/EL Parent Advisory Meetings, weekly teacher professional development sessions, academic meetings, operational meetings, Cafe with the Director Meetings, LCAP development meetings, and YPICS Board Meetings. Additionally, data and feedback from parents, students, teachers, administrators, and staff experience surveys, such as Youth Truth Survey, Parent Conference YPICS Survey, Google surveys also provide valuable opportunities for input by all educational partners.

California Department of Education
March 2018

Coversheet

Approve the YPICS Final Fiscal Audit for the 23-24 Fiscal Year-
Time Certain 6:30 PM

Section:	V. Items Scheduled For Action
Item:	C. Approve the YPICS Final Fiscal Audit for the 23-24 Fiscal Year- Time Certain 6:30 PM
Purpose:	Vote
Submitted by:	
Related Material:	YPI 2024 Final Audit Report 1_23_25.pdf

YPI CHARTER SCHOOLS, INC.
**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**
YEAR ENDED JUNE 30, 2024

OPERATING:

Bert Corona Charter School: #0654
Monseñor Oscar Romero Charter School: #0931
Bert Corona High School: #1724



CPAs | CONSULTANTS | WEALTH ADVISORS

[CLAconnect.com](https://www.CLAconnect.com)

**YPI CHARTER SCHOOLS, INC.
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INDEPENDENT AUDITORS' REPORT

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of YPI Charter Schools, Inc. (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
YPI Charter Schools, Inc.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Bert Corona Charter School, Monseñor Oscar Romero Charter School, Bert Corona High School, Learning Support Center, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents), and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 15, 2024 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 15, 2024

**YPI CHARTER SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2024**

ASSETS	<u>Bert Corona Charter School</u>	<u>Monseñor Oscar Romero Charter School</u>	<u>Bert Corona High School</u>	<u>Learning and Support Center</u>	<u>Total</u>
CURRENT ASSETS					
Cash and Cash Equivalents	\$ 3,056,729	\$ 4,419,669	\$ 1,040,822	\$ 56,722	\$ 8,573,942
Accounts Receivable - Federal and State	2,406,104	1,863,222	828,297	-	5,097,623
Accounts Receivable - Other	2,595	299	618	69	3,581
Prepaid Expenses and Other Assets	<u>58,526</u>	<u>44,425</u>	<u>21,872</u>	<u>1,330</u>	<u>126,153</u>
Total Current Assets	5,523,954	6,327,615	1,891,609	58,121	13,801,299
LONG-TERM ASSETS					
Property, Plant, and Equipment, Net	675,464	25,163,936	106,465	11,899	25,957,764
Other Long-Term Assets	99,575	-	-	9,766	109,341
Right-of-Use Asset - Operating Lease	<u>1,923,198</u>	<u>17,225</u>	<u>12,405</u>	<u>64,260</u>	<u>2,017,088</u>
Total Long-Term Assets	<u>2,698,237</u>	<u>25,181,161</u>	<u>118,870</u>	<u>85,925</u>	<u>28,084,193</u>
Total Assets	<u>\$ 8,222,191</u>	<u>\$ 31,508,776</u>	<u>\$ 2,010,479</u>	<u>\$ 144,046</u>	<u>\$ 41,885,492</u>
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts Payable and Accrued Liabilities	\$ 709,314	\$ 955,164	\$ 234,269	\$ 81,960	\$ 1,980,707
Deferred Revenue	1,054,309	1,052,839	598,962	-	2,706,110
Amount Held for Others	32,875	56,570	-	-	89,445
Operating Lease Liability, Current Portion	91,356	10,235	7,371	44,509	153,471
Loans Payable, Current Portion	-	218,544	-	-	218,544
Total Current Liabilities	<u>1,887,854</u>	<u>2,293,352</u>	<u>840,602</u>	<u>126,469</u>	<u>5,148,277</u>
LONG-TERM LIABILITIES					
Operating Lease Liability, Net of Current Portion	1,882,095	6,989	5,033	17,577	1,911,694
Loan Payable	-	6,678,503	-	-	6,678,503
Total Long-Term Liabilities	<u>1,882,095</u>	<u>6,685,492</u>	<u>5,033</u>	<u>17,577</u>	<u>8,590,197</u>
Total Liabilities	3,769,949	8,978,844	845,635	144,046	13,738,474
NET ASSETS					
Without Donor Restriction	3,504,007	21,728,376	695,286	-	25,927,669
Without Donor Restriction - Employee Retention Credit	751,292	657,381	469,558	-	1,878,231
With Donor Restriction	<u>196,943</u>	<u>144,175</u>	<u>-</u>	<u>-</u>	<u>341,118</u>
Total Net Assets	<u>4,452,242</u>	<u>22,529,932</u>	<u>1,164,844</u>	<u>-</u>	<u>28,147,018</u>
Total Liabilities and Net Assets	<u>\$ 8,222,191</u>	<u>\$ 31,508,776</u>	<u>\$ 2,010,479</u>	<u>\$ 144,046</u>	<u>\$ 41,885,492</u>

See accompanying Notes to Financial Statements.

**YPI CHARTER SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2024**

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTION						
State Revenue:						
State Aid	\$ 3,265,560	\$ 2,660,209	\$ 2,625,878	\$ -	\$ -	\$ 8,551,647
Other State Revenue	1,793,367	1,366,637	850,446	-	-	4,010,450
Federal Revenue:						
Grants and Entitlements	1,173,084	1,362,404	634,091	-	-	3,169,579
Local Revenue:						
In-Lieu Property Tax Revenue	1,265,773	1,009,831	785,572	-	-	3,061,176
Contributions	52,911	41,409	106,218	-	-	200,538
Interest Income	63,375	113,641	6,172	487	-	183,675
Other Revenue	51,308	31,250	20,027	1,811,561	(1,800,766)	113,380
Net Assets Released from Restrictions	181,435	155,320	16,026	-	-	352,781
Total Revenues	<u>7,846,813</u>	<u>6,740,701</u>	<u>5,044,430</u>	<u>1,812,048</u>	<u>(1,800,766)</u>	<u>19,643,226</u>
EXPENSES						
Program Services	5,298,277	4,722,445	3,371,651	-	-	13,392,373
Management and General	2,182,351	2,248,371	1,566,170	1,812,048	(1,800,766)	6,008,174
Total Expenses	<u>7,480,628</u>	<u>6,970,816</u>	<u>4,937,821</u>	<u>1,812,048</u>	<u>(1,800,766)</u>	<u>19,400,547</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	366,185	(230,115)	106,609	-	-	242,679
REVENUES, WITH DONOR RESTRICTION						
Federal Revenue	196,943	144,175	-	-	-	341,118
Net Assets Released from Restrictions	<u>(181,435)</u>	<u>(155,320)</u>	<u>(16,026)</u>	<u>-</u>	<u>-</u>	<u>(352,781)</u>
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	15,508	(11,145)	(16,026)	-	-	(11,663)
CHANGE IN NET ASSETS - OPERATING	381,693	(241,260)	90,583	-	-	231,016
REVENUES - NON OPERATING						
Employee Retention Credit	751,292	657,381	469,558	-	-	1,878,231
CHANGE IN NET ASSETS	1,132,985	416,121	560,141	-	-	2,109,247
Net Assets - Beginning of Year	3,319,257	22,113,811	604,703	-	-	26,037,771
NET ASSETS - END OF YEAR	<u>\$ 4,452,242</u>	<u>\$ 22,529,932</u>	<u>\$ 1,164,844</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 28,147,018</u>

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2024

	<u>Program Services</u>	<u>Management and General</u>	<u>Eliminations</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 6,329,134	\$ 2,861,938	\$ -	\$ 9,191,072
Pension Expense	1,025,407	158,170	-	1,183,577
Other Employee Benefits	923,927	512,581	-	1,436,508
Payroll Taxes	160,020	176,236	-	336,256
Legal Expenses	-	40,919	-	40,919
Accounting Expenses	-	45,868	-	45,868
Instructional Materials	444,012	276	-	444,288
Other Fees for Services	1,442,468	2,401,531	(1,800,766)	2,043,233
Information Technology	-	162,598	-	162,598
Advertising and Promotion Expenses	-	141,578	-	141,578
Office Expenses	341,583	234,467	-	576,050
Occupancy Expenses	780,320	318,719	-	1,099,039
Travel and Conference Expense	58,440	23,979	-	82,419
Interest Expense	-	140,683	-	140,683
Depreciation Expense	671,753	268,414	-	940,167
Insurance Expense	-	157,017	-	157,017
Other Expenses	1,215,309	163,966	-	1,379,275
Subtotal	<u>13,392,373</u>	<u>7,808,940</u>	<u>(1,800,766)</u>	<u>19,400,547</u>
Eliminations	<u>-</u>	<u>(1,800,766)</u>	<u>1,800,766</u>	<u>-</u>
 Total Expenses by Function	 <u><u>\$ 13,392,373</u></u>	 <u><u>\$ 6,008,174</u></u>	 <u><u>\$ -</u></u>	 <u><u>\$ 19,400,547</u></u>

See accompanying Notes to Financial Statements.

**YPI CHARTER SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2024**

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES						
Change in Net Assets	\$ 1,132,985	\$ 416,121	\$ 560,141	\$ -	\$ -	\$ 2,109,247
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:						
Depreciation	92,022	785,860	59,209	3,076	-	940,167
Change in Operating Assets:						
Accounts Receivable - Federal and State	(607,181)	(439,495)	(82,316)	-	-	(1,128,992)
Accounts Receivable - Other	4,898	(172)	(214)	10	-	4,522
Prepaid Expenses and Other Assets	(3,193)	6,878	18,004	14,546	-	36,235
Other Long-Term Assets	(675)	-	-	-	-	(675)
Right-of-Use Assets - Operating	128,099	-	-	45,178	-	173,277
Change in Operating Liabilities:						
Accounts Payable and Accrued Liabilities	(640,721)	(356,993)	(302,521)	12,771	-	(1,287,464)
Deferred Revenue	49,713	(92,569)	(65,507)	-	-	(108,363)
Lease Liabilities - Operating	(98,055)	-	-	(45,295)	-	(143,350)
Amounts Held for Others	(28,364)	4,808	-	-	-	(23,556)
Net Cash Provided by Operating Activities	<u>29,528</u>	<u>324,438</u>	<u>186,796</u>	<u>30,286</u>	<u>-</u>	<u>571,048</u>
CASH FLOWS FROM INVESTING ACTIVITIES						
Purchases of Property, Plant, and Equipment	(257,235)	(79,793)	(98,390)	(10,078)	-	(445,496)
Net Cash Used by Investing Activities	<u>(257,235)</u>	<u>(79,793)</u>	<u>(98,390)</u>	<u>(10,078)</u>	<u>-</u>	<u>(445,496)</u>
CASH FLOWS FROM FINANCING ACTIVITIES						
Repayments of Debt	-	(214,222)	-	-	-	(214,222)
Net Cash Used by Financing Activities	<u>-</u>	<u>(214,222)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(214,222)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(227,707)	30,423	88,406	20,208	-	(88,670)
Cash and Cash Equivalents - Beginning of Year	<u>3,284,436</u>	<u>4,389,246</u>	<u>952,416</u>	<u>36,514</u>	<u>-</u>	<u>8,662,612</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 3,056,729</u>	<u>\$ 4,419,669</u>	<u>\$ 1,040,822</u>	<u>\$ 56,722</u>	<u>\$ -</u>	<u>\$ 8,573,942</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION						
Cash Paid for Interest	<u>\$ -</u>	<u>\$ 140,683</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 140,683</u>

See accompanying Notes to Financial Statements.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

YPI Charter Schools, Inc. (the School) is a California nonprofit public benefit corporation developed by the Youth Policy Institute (YPI). The School currently manages three charter schools: Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School. All of these charter schools are funded principally through state of California public education monies received through the California Department of Education and the Los Angeles Unified School District (the District).

The School's vision is to equip urban students in grades 5-12 for academic success and active community participation. The majority of students come from predominantly Latino immigrant families with high poverty levels. The School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2024. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings, and equipment in excess of \$1,000.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon board approved schedules which include vacation.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2024, the School has conditional grants of \$6,128,400 of which \$2,706,110 is recognized as deferred revenue in the statement of financial position.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code (IRC) Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Leases

The School leases office space, school facilities and office equipment. The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 15, 2024, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date as of June 30, 2024 are comprised of the following:

Cash and Cash Equivalents	\$ 8,573,942
Accounts Receivable - Federal and State	5,097,623
Accounts Receivable - Other	3,581
Less: Net Assets With Donor Restrictions	<u>(341,118)</u>
Financial Assets Available for General Expenditure	<u><u>\$ 13,334,028</u></u>

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 2 LIQUIDITY AND AVAILABILITY (CONTINUED)

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains its cash and cash equivalents at high-credit quality financial institutions. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying financial statements are presented net of accumulated depreciation. Depreciation expense for the year ended June 30, 2024 was \$940,167.

The components of property, plant, and equipment as of June 30 are as follows:

	Bert Corona Charter School	Monsenor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Total
Building	\$ 1,560,807	\$ 29,012,417	\$ -	\$ 6,686	\$ 30,579,910
Building Improvements	767,573	79,793	2,452	-	849,818
Computers and Equipment	1,214,168	673,078	453,101	55,397	2,395,744
Furniture	38,561	21,317	1,953	-	61,831
Subtotal	3,581,109	29,786,605	457,506	62,083	33,887,303
Less: Accumulated					
Depreciation	(2,905,645)	(4,622,669)	(351,041)	(50,184)	(7,929,539)
Total	<u>\$ 675,464</u>	<u>\$ 25,163,936</u>	<u>\$ 106,465</u>	<u>\$ 11,899</u>	<u>\$ 25,957,764</u>

NOTE 5 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

The risks of participating in this multiemployer defined benefit pension plan are different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2023 total STRS plan net assets are \$316.9 billion, the total actuarial present value of accumulated plan benefits is \$455 billion, contributions from all employers totaled \$7.738 billion, and the plan is 75.9% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the SIRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2024 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2022	\$ 761,236	100 %
2023	972,688	100 %
2024	1,140,869	100 %

Defined Contribution Plan

The School offers an IRC Section 403(b) retirement plan to each of its qualifying employees. The School matches up to 3% for classified employees. During the year ended June 30, 2024, the School contributed \$42,708 to this plan.

NOTE 6 DUE TO OTHERS

The School receives contributions for the YPI Parent Group and student groups. The amount of cash held payable to the Parent Group and student groups as of June 30, 2024 was \$89,445.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 7 FACILITY USE AGREEMENT

The School has facility use agreements for Bert Corona High School and Monseñor Oscar Romero Charter School properties with the Los Angeles Unified School District (the District) that expire in June of 2024. Expenses for the year ended June 30, 2024 under these agreements were \$348,661. The School is expecting to pay \$263,187 in the following fiscal year.

NOTE 8 LONG-TERM DEBT

Charter School Facilities Program Loan

Monseñor Oscar Romero Charter School was awarded \$15,643,256 through Proposition 1D of which \$7,821,628 was a grant and \$7,821,628 was a long-term debt with an interest rate of 2% per year. The liability is secured by the property acquired and constructed with these funds. Monthly payments of principal and interest began in January 2020 and are expected to be made through January 2049. As of June 30, 2024 the outstanding balance on this loan was \$6,897,047.

Future loan payment are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2025	\$ 218,544
2026	222,952
2027	227,450
2028	232,038
2029	222,162
Thereafter	5,773,901
Total	<u><u>\$ 6,897,047</u></u>

NOTE 9 NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are restricted for the following purposes or periods.

Subject to Specific Purpose:

Child Nutrition Program Funds	\$ 341,118
Total	<u><u>\$ 341,118</u></u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors as follows for the year ended June 30, 2024:

Subject to Specific Purpose:

Child Nutrition Program Funds	\$ 352,781
Total	<u><u>\$ 352,781</u></u>

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 10 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include pension expense, other employee benefits, payroll taxes, and occupancy, which are allocated on the basis of estimates of time and effort.

NOTE 11 LEASES – ASC 842

The School leases equipment as well as certain office and school facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through 2037.

The following table provides quantitative information concerning the School’s lease for the year ended June 30, 2024:

Lease Costs:	
Operating Lease Costs	\$ 259,441
Other Information:	
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	\$ 228,805
Weighted-Average Remaining Lease Term - Operating Leases	12.4 Years
Weighted-Average Discount Rate - Operating	3.2%

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2024, is as follows:

<u>Year Ending June 30,</u>	<u>Operating Leases</u>
2025	\$ 233,201
2026	195,856
2027	162,024
2028	165,264
2029	168,576
Thereafter	<u>1,617,216</u>
Total Lease Payments	2,542,137
Less: Interest	<u>(476,972)</u>
Present Value of Lease Liabilities	<u>\$ 2,065,165</u>

NOTE 12 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

**YPI CHARTER SCHOOLS, INC.
 SCHEDULE OF INSTRUCTIONAL TIME
 YEAR ENDED JUNE 30, 2024
 (SEE INDEPENDENT AUDITORS' REPORT)**

	<u>Instructional Requirement</u>	<u>Minutes Actual</u>	<u>Traditional Instructional Days</u>	<u>Status</u>
Bert Corona Charter School:				
Grade 5	54,000	65,615	179	In Compliance
Grade 6	54,000	65,615	179	In Compliance
Grade 7	54,000	65,615	179	In Compliance
Grade 8	54,000	65,615	179	In Compliance
Monseñor Oscar Romero Charter School:				
Grade 6	54,000	63,359	179	In Compliance
Grade 7	54,000	63,359	179	In Compliance
Grade 8	54,000	63,359	179	In Compliance
Bert Corona Charter High School:				
Grade 9	64,800	65,615	179	In Compliance
Grade 10	64,800	65,615	179	In Compliance
Grade 11	64,800	65,615	179	In Compliance
Grade 12	64,800	65,615	179	In Compliance

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2024
(SEE INDEPENDENT AUDITORS' REPORT)

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Bert Corona Charter School:				
Grades 5-6	118.45	118.45	118.41	118.41
Grades 7-8	203.39	203.39	203.23	203.23
Subtotal	<u>321.84</u>	<u>321.84</u>	<u>321.64</u>	<u>321.64</u>
Monseñor Oscar Romero Charter School:				
Grades 6	65.67	65.67	65.64	65.64
Grades 7-8	190.81	190.81	193.19	193.19
Subtotal	<u>256.48</u>	<u>256.48</u>	<u>258.83</u>	<u>258.83</u>
Bert Corona Charter High School:				
Grades 9-12	200.05	200.05	200.09	200.09
Subtotal	<u>200.05</u>	<u>200.05</u>	<u>200.09</u>	<u>200.09</u>
ADA Totals	<u><u>778.37</u></u>	<u><u>778.37</u></u>	<u><u>780.56</u></u>	<u><u>780.56</u></u>

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024
(SEE INDEPENDENT AUDITORS' REPORT)

	<u>Bert Corona Charter School</u>	<u>Monseñor Oscar Romero Charter School</u>	<u>Bert Corona Charter High School</u>
June 30, 2024 Annual Financial Report Fund Balances (Net Assets)	\$ 3,700,890	\$ 21,872,551	\$ 695,286
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Accounts Receivable - Federal and State	751,292	657,381	469,558
Accounts Payable and Accrued Liabilities	<u>60</u>	<u>-</u>	<u>-</u>
Net Adjustments and Reclassifications	<u>751,352</u>	<u>657,381</u>	<u>469,558</u>
June 30, 2024 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 4,452,242</u>	<u>\$ 22,529,932</u>	<u>\$ 1,164,844</u>

See accompanying Notes to Supplementary Information.

**YPI CHARTER SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2024
(SEE INDEPENDENT AUDITORS' REPORT)**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Total
U.S. Department of Education							
Pass-Through Program from California							
Department of Education:							
Title I, Part A	84.010	14981		\$ 128,671	\$ 133,068	\$ 83,769	\$ 345,508
Title II, Part A, Teacher Quality	84.367	14341		14,000	12,160	8,714	34,874
Title III, Limited English Proficient Student Program	84.365	14346		14,274	14,405	5,500	34,179
Special Education Cluster: IDEA Basic Local Assistance Entitlement, Part B, Section 611							
Total Special Education Cluster	84.027	13379		82,108	65,433	51,037	198,578
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):							
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	5,540	37,287	-	42,827
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	766,580	981,647	359,554	2,107,781
Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	15619	COVID-19	399	8,307	-	8,706
Total Coronavirus Aid, Relief, and Economic Security Act (CARES Act)				<u>772,519</u>	<u>1,027,241</u>	<u>359,554</u>	<u>2,159,314</u>
<i>Total U.S. Department of Education</i>				1,011,572	1,252,307	508,574	2,772,453
U.S. Department of Agriculture							
Pass-Through Program from California							
Department of Education:							
Child Nutrition Program Cluster:							
National School Lunch Program	10.555	23165		358,455	254,272	125,517	738,244
Total Child Nutrition Program Cluster				<u>358,455</u>	<u>254,272</u>	<u>125,517</u>	<u>738,244</u>
<i>Total U.S. Department of Agriculture</i>				<u>358,455</u>	<u>254,272</u>	<u>125,517</u>	<u>738,244</u>
Total Federal Expenditures				<u>\$ 1,370,027</u>	<u>\$ 1,506,579</u>	<u>\$ 634,091</u>	<u>\$ 3,510,697</u>

N/A - Pass-Through entity number not readily available or not applicable.

See accompanying Notes to Supplementary Information.

**YPI CHARTER SCHOOLS, INC.
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2024**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the corresponding provisions of the Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the School.

NOTE 5 INDIRECT COST RATE

The School has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

OTHER INFORMATION

**YPI CHARTER SCHOOLS, INC.
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 YEAR ENDED JUNE 30, 2024
 (SEE INDEPENDENT AUDITORS' REPORT)**

YPI Charter Schools, Inc. (the School) was established on November 17, 2003 and is a California nonprofit public benefit corporation. The School operates three sites: Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High, approved by the Los Angeles Unified School District as follows:

- Bert Corona Charter School (charter number 0654) – established in April 2004.
- Monseñor Oscar Romero Charter School (charter number 0931) – established in May 2007.
- Bert Corona Charter High (charter number 1724) – established in 2015.

The board of directors and the administrators as of the year ended June 30, 2024 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term (In Years)</u>	<u>Term Expires</u>
Mary Keipp	Chair	2	June 2024
Michael Green	Treasurer	2	June 2024
Sandra Mendoza	Secretary	2	June 2025
Walter Njboke	Member	2	June 2025
Dean Cho	Member	2	June 2025
Cesar Lopez	Member	2	June 2024

ADMINISTRATORS

Yvette King Berg Ruben Dueñas	Executive Director Chief Operating Officer
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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of YPI Charter Schools, Inc. (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 15, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Board of Directors
YPI Charter Schools, Inc.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 15, 2024



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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the compliance of YPI Charter Schools, Inc.'s (the School) compliance with the types of compliance requirements identified as subject to audit in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2024. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Board of Directors
YPI Charter Schools, Inc.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 15, 2024



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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on Compliance

Opinion on State Compliance

We have audited YPI Charter School's (the School) compliance with the types of compliance requirements applicable to the School described in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, for the year ended June 30, 2024. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
YPI Charter Schools, Inc.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable ¹
Immunizations	Not Applicable ²
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable ⁴
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Not Applicable ⁶
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable ⁷
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable ⁸
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable¹: The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable²: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable⁴: The School did not receive a CTEIG allocation for the audit year.

Not Applicable⁶: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable⁷: The School did not report ADA to the CDE as generated through nonclassroom-based instruction (independent study).

Not Applicable⁸: The School did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

Board of Directors
YPI Charter Schools, Inc.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 15, 2024

**YPI CHARTER SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024**

Section I – Summary of Auditors’ Results

Financial Statements

- 1. Type of auditors’ report issued: Unmodified
- 2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes _____ x _____ no
 - Significant deficiency(ies) identified? _____ yes _____ x _____ none reported
- 3. Noncompliance material to financial statements noted? _____ yes _____ x _____ no

Federal Awards

- 1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes _____ x _____ no
 - Significant deficiency(ies) identified? _____ yes _____ x _____ none reported
- 2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
- 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes _____ x _____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.425C	Expanded Learning Opportunities (ELO) Grant GEER II
84.425D	Elementary and Secondary School Emergency Relief II (ESSER) Fund
84.425U	Elementary and Secondary School Emergency Relief III (ESSER) Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee? _____ x _____ yes _____ no

**YPI CHARTER SCHOOLS, INC.
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2024**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**YPI CHARTER SCHOOLS, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2024**

There were no findings and questioned costs related to the basic financial statements, federal awards, or state awards for the prior year.



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Coversheet

Approve Revised YPICS Safe and Secure Learning Environment Policy 01/27/25

Section: V. Items Scheduled For Action
Item: D. Approve Revised YPICS Safe and Secure Learning Environment
Policy 01/27/25
Purpose: Vote
Submitted by:
Related Material: _Safe and Secure Learning Environment for All Students REV 012725.pdf



YPI CHARTER SCHOOLS

YPICS Policy: Safe and Secure Learning Environment for All Students

Policy Statement 1: Gathering and Handling Student and Family Information

Collecting and Retaining Student Information

- The YPI Charter Schools (YPICS) shall maintain YPICS policies and procedures for gathering and handling sensitive student information in writing, and appropriate personnel shall receive training regarding those policies and procedures.
- Suppose the YPI Charter Schools possess information indicating immigration status, citizenship status, or national origin information. In that case, the YPICS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- Suppose parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information. In that case, the YPICS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- The YPI Charter Schools shall not allow school resources or data to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

- YPI Charter Schools personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians, nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
- Where any law contemplates submission of national origin information to satisfy the requirements of a special program, YPICS personnel shall solicit the documentation or information separately from the school enrollment process.
- Where permitted by law, the Director of the YPICS school shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs. Those alternative means shall include, among them, documentation or information available to persons regardless of immigration status, citizenship status, or national origin and that does not reveal information related to citizenship or immigration status.

- Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law of this policy, the YPICS' procedures and forms shall describe to the applicant and accommodate all alternatives specified in law and all alternatives authorized under this policy.

Inquiries about Social Security Numbers or Cards

- The YPICS shall solicit and collect the Social Security numbers of adult household members only if required to establish eligibility for federal benefit programs.
- When collecting adult household members' Social Security numbers to establish eligibility for a federal benefit program, the YPICS shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- The YPICS shall treat all students equitably in receiving all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

Policy Statement 2: Sharing Student and Family Information

Procedures Regarding Information Sharing

- The YPICS shall avoid disclosing information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA).
- YPICS personnel shall take the following action steps upon receiving all information requests related to a student's or family's immigration or citizenship status:
 - Notify a designated YPICS official about the information request.
 - Provide students and families with appropriate notice and a description of the immigration officer's request.
 - Document any verbal or written request for information by immigration authorities.
 - Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.
- Except for investigations of child abuse, neglect, or child dependency or when the subpoena served on the school prohibits disclosure, the YPICS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- The YPICS shall require written parental or guardian consent to release student information unless the information is relevant to a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena.

- The YPICS' request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for the release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. The YPICS shall permanently keep the consent notice with the record file.
- The parent, guardian, or eligible student must not sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the YPICS shall not release the information.

Annual Information Notice to Parents and Guardians

General Information Policy

- The YPICS must provide an annual notice to parents and guardians of the school's general information policies that include:
 - Assurances that the YPICS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
 - A description of the types of student records maintained by the YPICS.
 - A list of the circumstances or conditions under which the YPICS might release student information to outside people or entities.
 - A statement that, unless the YPICS is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the YPICS shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

Directory Information Policy

- Suppose the YPICS decides to release directory information. In that case, the YPICS shall provide an annual notice to parents and guardians and "eligible students" in attendance of the YPICS' directory information policy that includes:
 - The categories of information that the YPICS has classified as public directory information that may be disclosed without parental consent and which should only include the information identified explicitly in Education Code section 49061, subdivision (c).
 - A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the YPICS receives consent as required under state law).
 - The recipients of the directory information.
 - A description of the parent's or guardian's abilities to refuse release of the student's directory information and how to deny release.
 - The deadline is for the parent, guardian, or student to notify the school in writing that he or she does not want the information designated as directory information.

Policy Statement 3: Responding to Requests for Access to School Grounds for Immigration Enforcement Purposes

Monitoring and Receiving Visitors to Campus

- No outsider – which would include immigration-enforcement officers – shall enter or remain on school grounds of the YPICS during school hours without having registered with the Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Director or designee:
 - Name, address, occupation;
 - Age, if less than 21;
 - Purpose for entering school grounds;
 - Proof of identity and
 - Any other information as required by law.
- The YPICS shall adopt measures for responding to outsiders that avoid classroom interruptions and preserves the peaceful conduct of the school’s activities, consistent with local circumstances and practices.
- The YPICS shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.
- YPICS personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as required for any unexpected or unscheduled outside visitor coming on campus.

Responding to On-Campus Immigration Enforcement

- As early as possible, YPICS personnel shall notify the Executive Director, Director of the school, or designated administrator of any request by an immigration-enforcement officer for school or student access or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).
- In addition to notifying the Executive Director, Director of the school, or designated administrator, YPICS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:
 1. Advise the officer before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or Director of the school.
 2. Ask to see and make a copy of or note the officer’s credentials (name and badge number). Also, ask for and copy or note the phone number of the officer’s supervisor.
 3. Ask the officer for his/her reason for being on school grounds and document it.
 4. Ask the officer to produce any documentation that authorizes school access.

5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. Suppose the officer declares that exigent circumstances exist and demands immediate access to the campus. In that case, YPICS personnel should comply with the officer's orders and immediately contact the Executive Director, Director of the school or designated administrator.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. An ICE (Immigration and Customs Enforcement) administrative warrant, YPICS personnel shall inform the agent that he or she cannot consent to any request without first consulting with YPICS' legal counsel.
 - b. A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with YPICS' legal counsel or the Director of the school before providing the agent access to the person or materials specified in the warrant.
 - c. For a subpoena to produce documents or other evidence, immediate compliance is not required. Therefore, YPICS personnel shall inform the YPICS' legal counsel, Executive Director, or Director of the school and await further instructions on how to proceed.
8. While YPICS personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to exceed the authorization given under a warrant or other document. If an officer enters the premises without consent, YPICS shall document his or her actions while on campus.
9. After the encounter with the officer, YPICS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether a judge signed the warrant/subpoena;
 - e. YPICS personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent.
10. YPICS personnel shall provide a copy of those notes and associated documents collected from the officer to the YPICS' legal counsel or Executive Director or Director of the school.
11. In turn, the YPICS' legal counsel, Executive Director, or Director of the school shall submit a timely report to the YPICS governing board regarding the officer's requests and actions and the YPICS' responses.
12. E-mail the *Bureau of Children's Justice* in the *California Department of Justice* at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Parental Notification of Immigration-Enforcement Actions

- YPICS personnel must receive consent from the student’s parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school unless the officer presents a valid, adequate warrant signed by a judge or presents a valid, effective court order.
- YPICS personnel shall immediately notify the student’s parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless such access complies with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Policy Statement 4: Responding to the Detention or Deportation of a Student’s Family Member

Responding to the Detention or Deportation of a Student’s Family Member

- The YPICS shall encourage families and students to have and know their emergency phone numbers and know where to find necessary documentation, including birth certificates, passports, Social Security cards, doctors’ contact information, medication lists, lists of allergies, etc., which will allow them to be prepared if a family member is detained or deported.
- The YPICS shall permit students and families to update students’ emergency contact information as needed throughout the school year and provide alternative contacts if no parent or guardian is available.
 - The YPICS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student’s parent or guardian is detained.
 - The YPICS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergencies and not for any other purpose.
- Suppose a student’s parent/guardian has been detained or deported by federal immigration authorities. In that case, the YPICS shall use the student’s emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the YPICS shall release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student. The YPICS shall only contact Child Protective Services if the YPICS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver’s Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Policy Statement 5: Responding to Hate Crimes and Bullying Related to National Origin or Ethnicity

Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

- The YPICS shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying based on a student’s actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated into the student’s primary language if at least 15 percent speak a primary language other than English.
- The YPICS shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs.
 - This information shall include information related to the “Know Your Rights” immigration enforcement established by the Attorney General.
 - The YPICS shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

- The YPICS shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:
 - Disability
 - Gender
 - Gender identity
 - Gender expression
 - Nationality
 - Race or ethnicity
 - Religion
 - Sexual orientation
 - Association with a person or group with one or more of the Characteristics mentioned above
 - Immigration status
- The complaint process must include, but is not limited to, the following steps:
 - A requirement that if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
 - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the YPI Charter Schools and
 - An appeal process is afforded to the complainant should he or she disagree with the resolution of a complaint.
 - The YPICS shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
 - The YPICS shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

- The YPICS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
- The YPICS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
 - Discuss the varying immigration experiences among members of the student body and school community;
 - Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
 - Identify the signs of bullying or harassing behavior;
 - Take immediate corrective action when bullying is observed and
 - Report incidents to the appropriate authorities, including law enforcement, in instances of criminal behavior.

Approved: June 28, 2018

Revised: January 27, 2025

Coversheet

Approval of Fiscal Policies and Procedures Addendum - Employees Paid From Federal Funds

Section: V. Items Scheduled For Action
Item: E. Approval of Fiscal Policies and Procedures Addendum - Employees
Paid From Federal Funds
Purpose: Vote
Submitted by:
Related Material: 25-01-24 YPICS FPP Addendum_Federal Programs.pdf



Fiscal Policies & Procedures Addendum: Time Accounting for Employees Paid from Federal Funds

There are two categories of employees who need to complete time accounting documents. Employees in both of these categories have positions that are either partially or fully funded by at least one federal program (i.e., Title I, II, III, or IV):

- **Category A:** Employees whose positions (whether full-time or part-time) are funded 100% by a single federal program.
- **Category B:** Employees whose positions are funded by two or more different funding sources, where at least one of them is a federal program.

To ensure that federal program funds are being used as intended, employees who fall in either of these categories are required by state and federal education codes to document their work activities; however, the type and frequency of the required documentation are different depending on the category. Below is listed the YPICS reporting procedures for both categories:

Category A Positions (100% funded by a single federal program)

- These employees will be sent a SAC (Semi-Annual Certification) form to sign at the end of each semester (in January and in June and in July or August if employed in a summer program). The SAC form will be provided to the employee to sign. The form will include the employee's name, job title, the federal fund from which the employee is paid, and a signature line. The form will then be signed by either the employee's supervisor or the Executive Director. The form will be held by the YPICS office with both signatures. These forms will be kept for an auditor or federal reviewer who requests them.

Category B Positions (funded by two or more sources, at least one of which is a federal program)

- These employees will be sent a PAR (Personnel Activity Report) form to sign at the end of each month. The form will have space for daily input of time worked performing listed duties for the employee's job position. The PAR form will be provided to the employee to print out and sign. The form will include the employee's name, job title, the federal fund from which the employee is paid, and a signature line. The form will then be signed by either the employee's supervisor or the Executive Director. The form will be held by the YPICS office with both signatures. These forms will be kept for an auditor or federal reviewer who requests them.

What is needed to document work activities?

Category A: Semi-Annual Certification form, along with the Job Duty Statement, for employees funded 100% by a single federal fund. The form will be created and shared with the employee by the YPICS staff. Instructions on the use of the form will be provided by YPICS staff.

Category B: A personalized PAR (Personnel Activity Report) form, created by the YPICS office (described above), listing job duties with space for daily/hourly/half-hourly recording of time spent on the approved duties. Training on the use of the form will be provided by District office staff.

When do they need to be completed?

- PAR form: Complete and sign by the 10th of the following month.
- SAC form: Complete and sign by 10 days after each semester.

To whom do we submit the signed copies?

- Once signed by the employee, the form will be sent to the employee's supervisor or the Executive Director for verification, approval, and signature. The forms will then be kept at the YPICS office. The forms will be reviewed monthly. Should there be a need to adjust a budget or resources, the Executive Director will work with both the employee and the supervisor to make the necessary changes.

Coversheet

Recommendation to Re-file Q3 2021 ERC Claim

Section: V. Items Scheduled For Action
Item: F. Recommendation to Re-file Q3 2021 ERC Claim
Purpose: Vote
Submitted by:
Related Material: Board Brief to Re-file Q3 2021 ERC Claim.pdf



YPI CHARTER SCHOOLS

January 27, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to Re-file Q3 2021 ERC Claim

BACKGROUND

The re-filing is occurring under the IRS's "alternative quarter election rule". At the time of the filing, we were not aware of this nuance in the ERC guidance. After reviewing our claim, our IRS Tax Attorney believes YPICS is eligible to take advantage of this rule and claim the additional amount. The ERC program is closing on 4/15/25 so time is of the essence.

ANALYSIS

Re-filing Q3 2021 ERC claim will increase the claimed credit by **\$474,710 from \$184,577 to \$659,287.**

RECOMMENDATION

It is recommended that the Board of Trustees **Re-file Q3 2021 ERC Claim** using the alternative quarter tax rule for YPI Charter schools.