

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday March 24, 2025 at 6:00 PM PDT

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.

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/81196588214>

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 February 24, 2025 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

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

	Purpose	Presenter	Time
of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:			

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

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

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

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

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

III. Items Scheduled for Information			6:02 PM
A.	Board Committee Updates	FYI	4 m
	1. Board Academic Committee update presented by Committee Chair Cesar Lopez 2. Board Finance Committee update presented by Committee Chair, Michael Green 3. Board Technology Committee update presented by Committee Chair, Dean Cho		
B.	YPICS Director of Special Education's Report	FYI	2 m
		Vashon Nutt	

	Purpose	Presenter	Time
C. Bert Corona Charter School Executive Administrator's LCAP Mid Year Report	FYI	Kevin Myers	2 m
D. Monseñor Oscar Romero Charter School Executive Administrator's LCAP Mid Year Report	FYI	Freddy Zepeda	2 m
E. Bert Corona Charter High School Executive Administrator/ COO's LCAP Mid Year Report	FYI	Ruben Duenas	2 m
F. YPICS Chief Accountability Officer's Report	FYI	Ena Lavan	2 m

IV. Consent Agenda Items**6:16 PM**

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

Unless specifically requested by a Board member for further discussion or removal from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items	Vote	Mary Keipp	1 m
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1. Receive and acknowledge the \$500,000 Line of Credit renewal with Banc of CA

2. Continue services with Think Together as the After School provider for the ASES Program, cost is 95% of the GAN amounts received

V. Items Scheduled For Action**6:22 PM**

A. FY24-25 February YPICS Financials	Vote	Irina Castillo	5 m
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This is a recommendation from the administration to approve the February 2025 financials and check registers as submitted.

B. FY2025-26 Audit Firm Selection	Vote	Irina Castillo	5 m
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This is a recommendation from administration to remain with audit firm CLA for the annual audit for fiscal year ending June 30, 2025.

	Purpose	Presenter	Time
C. FY25-26 Health Benefits	Vote	Yesenia Zubia	5 m
This is a recommendation from administration to approve the proposed health benefits for the fiscal year 2025-26.			

VI. Announcements 6:37 PM

A. Next Board Meeting	FYI	Yvette King-Berg	2 m
The next YPICS Regular Board Meeting is scheduled for Monday, April 28, 2025.			
B. YPICS LAUSD Spring Oversight Visits			
<ol style="list-style-type: none"> 1. Bert Corona Charter School- Thursday, April 3, 2025 2. Moseñor Oscar Romero Charter School- Tuesday, March 25, 2025 3. Bert Corona Charter High School- Friday, April 25, 2025 			

VII. Closing Items 6:39 PM

A. Adjourn Meeting	Vote	Mary Keipp
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Coversheet

Approval of February 24, 2025 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of February 24, 2025 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on February 24, 2025

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday February 24, 2025 at 6:00 PM

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: 27201 Tourney Road, Suite 201, Valencia CA 91355 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/82370360203>

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

YPI Charter Schools

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Monseñor Oscar Romero Charter School

2670 W. 11th Street Los Angeles, CA 90006

Trustees Present

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

Trustees Absent

M. Green, S. Mendoza

Guests Present

E. LaVan, I. Castillo, J. Osorio, Janelle Ruley, Esq. (remote), K. Gamez (remote), Lizabet Gonzalez, Max Garcia (remote), R. Bradford, R. Duenas, V. Nutt, Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Feb 24, 2025 at 6:12 PM.

C. Additions/Corrections to Agenda

The order of the agenda was altered to accommodate the Brown Act/ Ethics training with a time certain of 6:30pm. The Consent and Action Item sections were moved to be addressed first after the Communications.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Consent Agenda Items

A. Background

B. Consent Items

W. Njboke made a motion to approve the Consent agenda items.

C. Lopez seconded the motion.

Consent Items:

1) Receive ASES GAN \$203,482.84 (July 1, 2024-June 30, 2025)

2) Recommendation to receive and file 2024-2025 SAC Reports for

- A. Bert Corona Charter Middle,
- B. Bert Corona Charter High, and
- C. Monsenor Oscar Romero Charter Schools.

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

Roll Call

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

IV. Items Scheduled For Action

A. FY24-25 January YPICS Financials

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

D. Cho seconded the motion.

Enrollment has increased at MORCS and BCCHS.

Attendance across all three schools went down (fire, ICE enforcement). We are planning to file J-13 for attendance revenue.

We held some liabilities on our books; both were due to the closure of one organization and another business. These entities no longer exist, and their entities are completely closed. This will add back revenue to the schools' budgets.

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

Roll Call

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

B. FY24-25 2nd Interim Reports

The Second Interim Financial Reports are due for Local Educational Agencies (LEAs) by March 21, 2025 for the period ending January 31, 2025. These reports certify the financial health of the schools.

C. Lopez made a motion to approve the FY 24-25 2nd Interim reports.
 W. Njboke seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. FY23-24 990 Report

D. Cho made a motion to approve the FY 23-24 990 report.
 W. Njboke seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

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

Form 990 is the IRS form for gathering information about tax-exempt organizations such as YPICS.

D. Approval to Receive and File the 23-24 LAUSD Oversight Performance Reviews for YPICS

C. Lopez made a motion to receive and file the FY23-24 LAUSD Oversight Performance Reviews for YPICS (Bert Corona Charter School, Bert Corona Charter High School and Monseñor Oscar Romero Charter School).
 W. Njboke seconded the motion.
 The board **VOTED** unanimously to approve the motion.

Roll Call

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

The FY23-24 oversight reports for the three YPICS schools were updated by the LAUSD Charter School Division per YPICS' request and returned to the Board for review to receive and file.

E. Expenditures Above the Spending Authority of the Executive Director

The Finance Committee reviewed the list of submitted vendor contracts to ratify and recommended only ratifying the vendors not yet approved this fiscal year.

C. Lopez made a motion to the accumulative expenditures for the services/goods from Cross County Education, Scoot Education, and Blue Wave.

D. Cho seconded the motion.

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

Roll Call

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

V. Items Scheduled for Information

A. Receive 1 hour of Brown Act and Ethics Training by Janelle Ruley, YMC Legal Time Certain 6:30-7:30 PM

With the passage of AB2158 at the beginning of 2025, the legal requirement of two hours of ethics training has become applicable to charter school board members. Board members have until December 31, 2025, to fulfill this requirement, which will continue to be fulfilled every two years thereafter.

YMC partner Janelle Ruley, Esq., presented one hour of the Brown Act and Ethics training to the Board of Directors and will provide the second hour of training by the December 31, 2025, deadline.

B. Approval of January 27, 2025 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 01-27-25.

W. Njboke seconded the motion.

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

Roll Call

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

C. YPICS Executive Director's Report

Ms. King-Berg acknowledged Ena LaVan, Chief Accountability Officer, for her tireless work on the federal monitoring audits. YPICS is happy to report no findings. Additionally, it has been a hectic year for MORCS, Charter Renewal, DVR in process, and the Federal Program Monitoring Review.

January was a busy month, and many new laws were passed; we will review these further as we bring you new areas of compliance timely to meet the deadlines.

D. Form 700 Filers

Ms. King-Berg reminded the Board to fill out their Form 700 forms. Emails were individually sent to Board Members from the county and if any board members need assistance, they were directed to reach out to Elida Gachuzo for assistance.

E. Board Committee Updates

The Finance Committee met today; Mary Keipp chaired the meeting in Mr. Green's absence. The entire board will vote on the committee recommendations today. All other Board committee updates will be given at the next board meeting.

F. YPICS Director of Special Education's Report

The Director of Special Education's report was made available to the Board in the board packet for review.

Report Highlight is the Legal Update, which provides essential guidance on special education practices we regularly encounter.

These updates serve to inform our understanding and application of special education law. In this month's board report, I highlighted a case specifically addressing Prior Written Notices (PWN) and the critical need to follow through with the specific actions outlined within those notices.

We are legally obligated to provide parents with consistent updates via PWN whenever an evaluation is requested. This obligation extends beyond the initial data-gathering phase; we must also issue a subsequent PWN to clearly communicate our final decision regarding the evaluation, regardless of whether we choose to proceed or not. This practice safeguards parental rights and prevents potential legal concerns for the schools.

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

The Executive Administrator's report was made available to the Board in the board packet for review.

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, our focus has been on English Learner support, with the ELPAC testing window now open and a goal to complete all testing by the end of April. Our educators have been integrating Ellevation Strategies into instruction to enhance language acquisition, ensuring that students receive the targeted support they need to succeed.

In attendance, we have seen a slight dip in Average Daily Attendance (ADA) due to external factors, but we remain committed to reinforcing the importance of regular attendance.

In culture and climate, we have made strides in fostering a positive school environment. Our emotion meter results show improvement, with fewer students reporting negative feelings.

The following 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.

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

The Executive Administrator/ Chief Operations Officer's report was made available to the Board in the board packet for review.

NWEA MAPs Student Growth Summary Report Mathematics Fall to Winter In mathematics, 114 of the 203 students school-wide (56%) met their projected growth goals between the fall and winter assessments. Here is a breakdown by grade level: 9th Grade: 39 out of 52 students (75%) met their growth goal. 10th Grade: 25 out of 48 students (52%) met their growth goal. 11th Grade: 21 out of 47 students (45%) met their growth goal. 12th Grade: 29 out of 56 students (52%) met their growth goal.

NWEA MAPs Student Growth Summary Report Reading Fall to Winter In reading, 113 of the 201 students school-wide (56%) met their projected growth goals between the fall and winter assessments. Here is a breakdown by grade level: 9th Grade: 29 out of 51 students (57%) met their growth goal. 10th Grade: 30 out of 47 students (64%) met their growth goal. 11th Grade: 25 out of 48 students (52%) met their growth goal. 12th Grade: 29 out of 55 students (53%) met their growth goal.

Professional Development Our current professional development focus is centered on enhancing academic monitoring practices. We are working on strengthening teachers'

ability to circulate the classroom purposefully to provide targeted support and guidance to students. We are emphasizing the importance of asking probing questions that check for understanding and also stimulate critical thinking. The planning time is shifting to developing effective questioning strategies, differentiating questions to meet diverse student needs, and creating a classroom culture where students feel comfortable making mistakes in the process of learning. This focus on consistently using probing questions is expected to increase student comprehension of content, increase learning from peers through discussion, and the ability to gauge student understanding and misconceptions for immediate feedback and guidance.

I. YPICS Chief Accountability Officer's Report

The Chief Accountability Officer's report was made available to the Board in the board packet for review.

Federal Program Monitoring of Monseñor Oscar Romero Charter Middle

The three-day CDE review of CA and SSAE program instruments concluded on Thursday, February 20th. MORCS had zero findings in the two programs that were under review (ESSER/GEER, Title IV).

LCAP Midyear Progress Report

The Governor's Executive Order in response to the fires, extends the deadline for presentation of the Midyear Progress Report to March 31, 2025. The YPICS Executive Administrators will be completing their LCAP implementation status in Document Tracking Service (DTS). They will present to the YPICS Board at its next meeting on March 24th. 2024-25

LAUSD Oversight Visits

Schools are currently gathering an extensive amount of documentation for their Annual Performance-Based Oversight Visits. The visit schedule is as follows:

- March 25 - Monseñor Oscar Romero
- April 03 - Bert Corona Middle
- April 25 - Bert Corona Charter High

VI. Announcements

A. Next Board Meeting

The next regular board meeting will be Monday, March 24, 2025 at the YPICS Learning and Support Center.

B. YPICS LAUSD Spring Oversight Visits

- March 25 - Monseñor Oscar Romero
- April 03 - Bert Corona Middle
- April 25 - Bert Corona Charter High

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 7:35 PM.

Respectfully Submitted,
Y. Zubia

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 3_24_25.pdf



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

Submitted by: Vashon Nutt

March 24, 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 February, 2024.

# of Students with Disabilities Enrolled			
January 2025			
School	Total SPED Count	Total Population	% of Total Student Population
BCCS	82	341	24%
BCCHS	72	232	31%
MORCS	37	298	12%
Total SPED Enrollment	191	871	22%

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)
Scoot (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
- *Resource Specialist Teacher (BCCHS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy due to increased caseloads.

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: Student's lack of need doesn't allow staff to disregard IEP accommodations

Case name: [Gallup-McKinley County Schs., 125 LRP982 \(SEA NM 12/13/24\).](#)

Ruling: The New Mexico Department of Education found that a district failed to implement the IEP of a twice-exceptional fourth-grader in violation of the IDEA. The state ED required the district to submit a corrective action plan that includes conducting a facilitated IEP meeting and training staff.

What it means: Students' IEPs should not include superfluous accommodations that are not appropriate or no longer needed. Here, a child's IEP included an extensive list of accommodations, including universal supports provided to all students, some of which were vague and ambiguous. So, the district had difficulty implementing all of them with fidelity. The IEP team should have clarified and refined accommodations and removed unnecessary accommodations to avoid ambiguity, misunderstanding, and implementation failures.

Summary: A New Mexico district's failure to remove unnecessary accommodations from a twice-exceptional fourth-grader's IEP led to an implementation failure. The district must take corrective action, including holding a facilitated IEP meeting and training staff.

The child with other health impairment and autism attended the district's virtual program. Her IEP included an extensive list of academic and testing accommodations, many of which were universal supports provided to all students. The parent alleged that the district failed to provide the required accommodations.

IEPs and all of their provisions must be implemented as written to provide a student FAPE under the IDEA, the state ED explained.

The child wasn't encouraged to turn on her camera after 15 minutes, which was inconsistent with the accommodation as described in her IEP, the ALJ found. In addition, the district failed to implement the accommodation for multiple choice questions for spelling tests, it added. Because spelling wasn't part of the required curriculum and was not graded, staff didn't implement the accommodation, the state ED observed. However, there was a spelling component within the virtual program, which was developed by an outside entity, it noted. Because the accommodation was included in the IEP, the district was in violation for failing to provide it, the state ED concluded. It remarked that if an accommodation is not appropriate for a student, it should be removed from the IEP.

The extensive accommodations listed in the IEP made them difficult to implement with fidelity, the state ED reasoned. The ambiguity and lack of clarity in the accommodations, combined with the limitations of virtual instruction, made implementation a challenge, it added. As a result, the district and parent had different understandings of accommodations and how they were to be implemented, the state ED explained. "Universal supports should not be included unless they are needed" to provide FAPE, it observed.

Current News: [As Education Department Slashes Nearly Half Its Staff, Special Ed Worries Mount](#)

Summary of the Article:

The U.S. Department of Education is undergoing a significant staff reduction, with nearly 1,400 employees being terminated. This will leave the department with approximately half the workforce it had when President Trump took office. While the Secretary of Education states this is for efficiency and to better direct resources, disability advocates are concerned about the impact on the nation's 7.5 million special education students. The Department of Education oversees billions in funding, early intervention programs, and the protection of civil rights for students with disabilities. Advocates are worried about the department's ability to fulfill its obligations under laws like the Individuals with Disabilities Education Act (IDEA).

Potential Impact on Your Charter School Organization's Special Education Department:

The staff reductions at the Department of Education could have several implications for your charter school's special education department:

- **Reduced Federal Oversight and Support:** With fewer staff at the federal level, there may be less oversight of state and local education agencies, including charter schools. This could potentially lead to decreased monitoring of compliance with IDEA and other special education laws.
- **Delays in Guidance and Technical Assistance:** The Department of Education might delay providing guidance, technical assistance, and clarification on special education regulations and best practices to your charter school, making it more challenging to implement effective programs and services.

- **Increased Competition for Federal Funding:** If the Department of Education streamlines its grant-making processes due to staff reductions, your charter school might face increased competition for federal funding for special education programs.
- **Potential Shifts in Enforcement Priorities:** The Department of Education might shift its enforcement priorities with a reduced staff. It's important to stay informed about any changes in enforcement focus to ensure your charter school remains compliant.
- **Increased Burden on State and Local Agencies:** With less federal support, state and local education agencies, including your charter school, might need to take on a greater burden in ensuring compliance with special education laws and providing adequate services to students with disabilities. This could mean increased administrative workload for your special education staff.

Recommendations for Charter Schools:

- **Stay Informed:** Closely monitor updates and guidance from the Department of Education and your state education agency.
- **Strengthen Internal Compliance:** Proactively review your special education policies and procedures to ensure they are fully compliant with IDEA and other relevant laws.
- **Seek Out Alternative Resources:** Identify alternative sources of information, training, and technical assistance, such as professional organizations, legal experts, and other charter schools with strong special education programs.
- **Advocate for Your Students:** Consider joining advocacy efforts to ensure that the needs of students with disabilities are prioritized at the federal and state levels.
- **Maintain Strong Parent Communication:** Keep parents informed about any potential changes in special education services and continue to foster collaborative partnerships.

Coversheet

Bert Corona Charter School Executive Administrator's LCAP Mid Year Report

Section: III. Items Scheduled for Information
Item: C. Bert Corona Charter School Executive Administrator's LCAP Mid Year Report
Purpose: FYI
Submitted by:
Related Material:
2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Bert_Corona_Charter_School_20250320.pdf

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Goal 1

Goal Description

Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	59.5% "Clear" Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)			50.9% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	95% "Clear" Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2023)			100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)	Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 96.83% Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)			Score: 100% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection October 2024)	Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5			2024 Local Indicator "Met" Implementation of State Standards	Maintain Implementation of State Standards ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local Indicator reported in June 2024)	5, ELD 5, Math 5, NGSS 5, History 5
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.78 Professional Development & Support 71% Staff members responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.62 Professional Development & Support 96% Staff members responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating: 4
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for 2022-23 CA Dashboard Local Indicators)			2024 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2024)	Maintain 100% students access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facility in "Good Repair" Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained in good repair	No	Fully Implemented	\$354,714.00	\$137,610

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	through daily checks. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.				
1.2	Standards-Based Instruction (Certificated Teachers) Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	No	Fully Implemented	\$1,245,650.00	\$703,541
1.3	Paraprofessionals (Academic Tutors & Behavior Support) Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	Yes	Fully Implemented	\$294,099.00	\$167,263

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	Core Instructional Materials/Licenses & State-Verified Assessments Provide teachers and students with the necessary standards-based curricula across the core and to ensure all students have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]	No	Fully Implemented	\$42,891.00	\$35,585
1.5	Supplemental Instructional Materials & Support Teachers will apply differentiated instructional support to students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, iReady Personalized Instruction for ELA & math, ELlevation math, Stile X Unit Booklets, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	Yes	Fully Implemented	\$64,844.00	\$65,504
1.6	Multi-Tiered System of Supports (MTSS) Team The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3].	Yes	Fully Implemented	\$63,667.00	\$42,780

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).				
1.7	Technology Integration Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	Yes	Fully Implemented	\$195,135.00	\$95,012
1.8	EL-focused Professional Development Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration. Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards.	Yes	Fully Implemented	\$20,500.00	\$6,803

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) <p>(Title III, LEP - \$11,723)</p>				
1.9	<p>Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</p> <p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and</p>	Yes	Partially Implemented	\$409,525.00	\$218,433

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide.</p> <p>The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support (Stile, iReady, Thinking Nation, TCI) • Teachers requiring BTSA will be supported by an onsite mentor. 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.				
1.10	Effective Operations Team The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.	No	Fully Implemented	\$620,175.00	\$370,292

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Verified Data Source - iReady Reading Growth (Priority 8)	2023-24 iReady Reading Growth Diagnostic [EOY] 60% meeting typical growth 22% meeting stretch growth (Source: iReady Platform)			TBD	iReady Reading Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	56.9% English learners making process toward English language Proficiency "Blue" (Source: 2023 Dashboard ELPI Indicator)			68.4% English learners making process toward English language Proficiency "Blue" (Source: 2024 Dashboard ELPI Indicator)	Maintain "Blue" or "Green" ELPI on Dashboard
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2022-23 Dashboard ELA & CAASPP School "Red" -84.9 DFS 17.02% Met/Exceeded Hispanic "Red" -83.7 DFS 17.31% Met/Exceeded SED "Red" -87.4 DFS 16.37% Met/Exceeded			20224 Dashboard ELA & CAASPP School "Yellow" -68.3 DFS 24.13% Met/Exceeded LTEL "Red" -140.8 DFS 2.38% Met/Exceeded Hispanic "Yellow" - 68.8 DFS	Dashboard ELA Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL "Red" -133.7 DFS 0.92% Met/Exceeded SWD "Orange" -143.1 DFS 2.54% Met/Exceeded			24.25% Met/Exceeded SED "Orange" -71.2 DFS 23.94% Met/Exceeded EL "Orange" -108.9 DFS 3.75% Met/Exceeded SWD "Orange" -138.3 DFS 5.48% Met/Exceeded	
2.4	Reclassification Rate (Priority 4)	TBD% Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS - 21 students)			31% Reclassification Rate for 2023-24	20% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	ELA/ELD Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period) and differentiating instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students. Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progressed monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the alternative process for students with IEPs.				
2.2	Accelerations for Language Arts (Tiers 2 & 3) Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. This will also serve as an identifier for groupings afterschool tutoring. During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.	Yes	Fully Implemented	\$7,000.00	\$7,000
2.3	Designated ELD Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to	No	Fully Implemented	\$95,025.00	\$67,060

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction. Monitoring progress of dually identified students for application of alternate reclassification criteria.				
2.4	Reading & Writing Across the Curriculum All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).	No	Fully Implemented	\$1,000.00	\$2,008
2.5	Critical Thinking & Writing Skills Development for Social Science All grade-levels will use Thinking Nation as a supplemental instructional platform to provide	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	rigorous social science writing content. Students in grades 5-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.				

Goal 3

Goal Description

Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 60% meeting typical growth 21% meeting stretch growth (Source: iReady Platform)			TBD	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -134.8 DFS 10.74% Met/Exceeded Hispanic "Red" -134.6 DFS 10.8% Met/Exceeded SED "Red" -136.4 DFS 10.56% Met/Exceeded EL "Red" -182.8 DFS 0% Met/Exceeded SWD "Red" -182.8 DFS 10.56% Met/Exceeded			2024 Dashboard Mathematics & CAASPP School "Red" -135 DFS 8.13% Met/Exceeded LTEL "Red" -197 DFS 0% Met/Exceeded Hispanic "Red" -134.6 DFS 8.09% Met/Exceeded SED "Red" -139 DFS 7.87% Met/Exceeded EL "Orange" -170.6 DFS 0% Met/Exceeded SWD "Red" -203.3 DFS 1.37% Met/Exceeded	Dashboard Mathematics Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.3	California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.28% All Students 13.08% Hispanic 0% SWD 9.28% SED 0% EL			2024 CAST Met/Exceeded & DFS 10.26% All Students (-26.9 DFS) 9.73% Hispanic (-27.1 DFS) 0% SWD (-39.4 DFS) 9.61% SED (-27 DFS) 0% EL (-35.7 DFS) 0% LTEL (-36.9 DFS)	CAST 30% meet/exceed

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	Mathematics Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g.,	No	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).				
3.2	Accelerations for Mathematics (Tiers 2 & 3) Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers instructional planning. Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support. Additionally, students will have access to after school learning opportunities.	Yes	Fully Implemented	0.00	\$0.00
3.3	NGSS Science Supplemental Resource NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.	Yes	Fully Implemented	0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Student Attendance Rates (Priority 5)	93% Attendance Rate 321.84 ADA through Month 8 (Source: BCCS Financial Analysis Report, May 20, 2024)			TBD	95% Attendance Rate
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 30.3% All Students "Red" 28.8% Hispanic "Red" 30% SED "Red" 26.7% English learners "Red" 31% SWD "Red"			2024 Dashboard Chronic Absenteeism Indicator 23.9% All Students "Yellow" 23.2% Hispanic "Yellow" 24.8% SED "Yellow" 26.6% English learners "Red" 29.8% LTEL "Red" 24.4% SWD "Orange" 31% SED	Decrease Chronic absenteeism to <10%
4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator "Orange" 3.3% All Students 2.4% SWD "Green"			2024 Dashboard Suspension Rate Indicator "Orange" 5.2% All Students 3.6% SWD "Orange"	Dashboard Suspension Indicator "Green" or better; all student groups under 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		5% English learners "Orange" 0.7% Hispanic "Green" 3.2% SED "Yellow"			7.4% English learners "Orange" 7% LTEL "Yellow" % Hispanic "Orange" 5.3% SED "Orange"	
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.3% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter)			2024 Expulsion Rate 0% All Students (Source: Ed-Data, https://www.ed-data.org/ShareData/Html/120764)	Maintain expulsion rate <1%
4.5	Middle School Dropout Rate (Priority 5)	0% Middle School Dropout Rate for 2022-23 (Source: CALPADS)			0% Middle School Dropout Rate for 2023-24 (Source: CALPADS)	Maintain dropout rate under 1%
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Relationships 3.43 Culture 3.41 Belonging 81% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree")			3.4 Engagement 3.39 Relationships 3.48 Culture 3.45 Belonging 100% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree")	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Agree" Youth Truth Survey administered for 2023-24)			Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.01 Engagement 4.29 Communication/ Feedback 4.06 Safety 37% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.19 Engagement 4.5 Communication/ Feedback 4.29 Safety 78% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.5
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.36 Relationships 4.17 Culture 4.29 Resources 4.28 Diversity, Equity & Inclusion 37% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.47 Relationships 4.37 Culture 4.43 Resources 4.18 Diversity, Equity & Inclusion 78% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.5
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.66 Positive Culture 3.86 Positive Relationships 3.98 Engagement 3.44 Safety			3.72 Positive Culture 3.95 Positive Relationships 4.0 Engagement 3.8 Safety	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		71% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			96% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. <ul style="list-style-type: none"> Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)] Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes 	Yes	Fully Implemented	\$68,851.00	\$48,479

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>information on understanding resources, standards-based grading/monitoring student marks and assessments.</p> <ul style="list-style-type: none"> Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. Additionally, there is a Parent Coordinator who will host workshops around supporting their child in the home. Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>house, Fall and Spring parent conferences, Youth Truth Survey).</p> <ul style="list-style-type: none"> Parent Coordinator serves as the bridge between home and school 				
4.2	<p>Leadership Development for Students</p> <p>In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.</p>	No	Not Implementing	\$2,000.00	\$0.00
4.3	<p>Engagement of Parents of Underserved Groups</p> <p>While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.</p>	Yes	Fully Implemented	\$3,500.00	\$3,444

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.4	Positive Behavior & Intensive Support (PBIS) Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.	No	Fully Implemented	\$1,200.00	\$1,556
4.5	MTSS for Chronic Absenteeism Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support in the area of chronic absenteeism. Using tiered interventions (e.g., Parent conference, home visits, connections to community-based resources for support), families will be engaged on the importance of regular school attendance, and the impact of absenteeism on students academic progress and social-emotional well-being.	Yes	Partially Implemented	\$0.00	\$0.00
4.6	School Climate & Culture Team Staffing The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to	Yes	Fully Implemented	\$390,138.00	\$293,942

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	increase student belonging and connection to school. (Title I - \$118,440, Title IV, SSAE - \$10,017)				

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	4,515,190	4,572,006
LCFF Supplemental/Concentration Grants	1,231,929	1,251,837

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's LCAP Mid Year Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Charter School Executive Administrator's
LCAP Mid Year Report
Purpose: FYI
Submitted by:
Related Material:
2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Monsenor_Oscar_Romero_Charter_Middle_School_20250320.pdf
24-25 MORCS EA BoD Report March 24, 2025.pdf

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Goal 1

Goal Description

Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	62.2% "Clear" Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)			72.3% Appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	95% "Clear" Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, December 2023)			100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)	Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, December 2023)			Score: 100% Rating: “Excellent” (Source: LACOE Williams Facilities Inspection, November 2024)	Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5			2024 Local Indicator "Met" Implementation of State Standards	Maintain Implementation of State Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local Indicator reported in June 2024)	ELA 5, ELD 5, Math 5, NGSS 5, History 5
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.84 Professional Development & Support 29% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.36 Professional Development & Support 88% Staff members responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating: 4
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			2024 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2024)	Maintain 100% students access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facility in "Good Repair" Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks. Any deficiency will be reported in a timely manner and remedied within	No	Fully Implemented	\$229,437.00	\$247,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.				
1.2	Standards-Based Instruction (Certificated Teachers) Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	No	Fully Implemented	\$1,278,957.00	\$770,688
1.3	Paraprofessionals (Academic Tutors & Behavior Support) Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	Yes	Fully Implemented	\$215,587.00	\$128,058
1.4	Core Instructional Materials/Licenses & State-Verified Assessments Provide teachers and students with the necessary standards-based curricula across the	No	Fully Implemented	\$28,021.00	\$42,246

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	core and to ensure all students have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]				
1.5	Supplemental Instructional Materials & Support Teachers will apply differentiated instructional support to students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, iReady Personalized Instruction for ELA & math, ELlevation math, Stile X Unit Booklets, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	Yes	Fully Implemented	\$200,701.00	\$135,202
1.6	Multi-Tiered System of Supports (MTSS) Team The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site	Yes	Fully Implemented	\$61,950.00	\$49,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).				
1.7	Technology Integration Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	Yes	Fully Implemented	\$195,601.00	\$94,931
1.8	EL-focused Professional Development The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, low-income students, foster youth, homeless youth, students with disabilities, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration. Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate	Yes	Fully Implemented	\$12,000.00	\$5,280

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>the closing skill gaps in reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) 				
1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Fully Implemented	\$388,545.00	\$216,796

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide.</p> <p>The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>outcomes instead of topics to be covered, and most importantly facilitating student learning.</p> <ul style="list-style-type: none"> Curricular support (Stile, iReady, Thinking Nation, TCI) Teachers requiring BTSA will be supported by an onsite mentor. <p>The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.</p>				
1.10	<p>Effective Operations Team</p> <p>The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a</p>	No	Fully Implemented	\$415,402.00	\$232,993

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.				

Goal 2

Goal Description

Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Verified Data Source - iReady Reading Growth (Priority 8)	2023-24 iReady Reading Growth Diagnostic EOY 72% met/exceeded typical growth 34% met/exceeded stretch growth (Source: iReady Platform)			TBD	iReady Reading Growth Diagnostic EOY 85% meeting typical growth 50% meeting stretch growth
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 Dashboard ELPI Indicator)			68.5% making progress towards English language proficiency "Blue" (Source: 2024 Dashboard ELPI Indicator)	ELPI "Yellow" or "Green"
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2022-23 Dashboard ELA & CAASPP School "Red" -81.1 DFS 19.79% Met/Exceeded Hispanic "Red" -81.4 DFS 19.92% Met/Exceeded SED "Red" -78.9 DFS 20.85% Met/Exceeded EL "Red" -119.2 DFS 0% Met/Exceeded			2024 Dashboard ELA & CAASPP School "Yellow" -53.6 DFS 27.2% Met/Exceeded Hispanic "Yellow" - 53.2 DFS 26.41% Met/Exceeded SED "Yellow" -55.6 DFS 26.95% Met/Exceeded	ELA Dashboard School "Orange"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SWD "Red" -139 DFS 2.7% Met/Exceeded			EL "Orange" -81.4 DFS 5.35% Met/Exceeded SWD "Orange" -115.3 DFS 12.82% Met/Exceeded	
2.4	Reclassification Rate (Priority 4)	12.39% Reclassification Rate for 2022-23			18.5% Reclassification Rate for 2023-24	20% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	ELA/ELD Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period) and differentiating instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students. Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progressed monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the alternative process for students with IEPs.	Yes	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	Accelerations for Language Arts (Tiers 2 & 3) Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. This will also serve as an identifier for groupings afterschool tutoring. During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.	Yes	Partially Implemented	\$7,000.00	\$0.00
2.3	Designated ELD Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction. Monitoring progress of dually identified students for application of alternate reclassification criteria.	No	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.4	Reading & Writing Across the Curriculum All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grades 6-8: Narrative, Explanatory, Argumentative).	No	Partially Implemented	\$1,000.00	\$1,745
2.5	Critical Thinking & Writing Skills Development for Social Science All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 6-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.	Yes	Partially Implemented	\$0.00	\$0.00

Goal 3

Goal Description

Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 68% met/exceeded typical growth 35% met/exceeded growth (Source: iReady Platform)			TBD	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 75% meeting typical growth 45% meeting stretch growth
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -126 DFS 8.28% Met/Exceeded Hispanic "Red" -125.2 DFS 8.12% Met/Exceeded SED "Red" -125.4 DFS 8.91% Met/Exceeded EL "Red" -157 DFS 1.79% Met/Exceeded SWD "Red" -171.3 DFS 5.41% Met/Exceeded			2024 Dashboard Mathematics & CAASPP School "Orange" - 118.1 DFS 9.19% Met/Exceeded Hispanic "Orange" - 121.1 DFS 8.68% Met/Exceeded SED "Orange" -116.6 DFS 9.77% Met/Exceeded EL "Orange" -138.9 DFS 1.79% Met/Exceeded SWD "Red" -183.8 DFS 2.56% Met/Exceeded	Mathematics Dashboard "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.3	CAST - California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.94% School 13.09% Hispanic 0% English learner 14.86% SED N/A SWD - data suppressed			2024 CAST Met/Exceeded & DFS 30.7% School (-22.7 DFS) 19.58% Hispanic (-22.5 DFS) 2.36% English learner (-27.3 DFS) 20.73% SED (-22.5 DFS) 9% SWD (-34.5 DFS)	CAST - Met/Exceeded 30% School

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	Mathematics Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g.,	No	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).				
3.2	Accelerations for Mathematics (Tiers 2 & 3) Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers instructional planning. Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support. Additionally, students will have access to after school learning opportunities.	Yes	Partially Implemented	\$0.00	\$0.00
3.3	NGSS Science Supplemental Resource NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.	Yes	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Student Attendance Rates (Priority 5)	92.8% Attendance Rate 256.48 ADA through Month 8 (Source: MORCS Financial Analysis Report, May 20, 2024)			TBD	95% Attendance Rate
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 24.8% All Students "Red" 24.6% EL "Red" 24.7% Hispanic "Red" 25.1% SED "Red" 28.9% SWD "Red"			2024 Dashboard Chronic Absenteeism Indicator 21% All Students "Yellow" 20% EL "Yellow" 21% Hispanic "Yellow" 21.3% SED "Yellow" 27.5% SWD "Orange"	Chronic Absenteeism Dashboard Indicator "Yellow"
4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator 0.7% All Students "Green" 0% SWD "Blue" 1.7% English learners "Green"			2024 Dashboard Suspension Rate Indicator 0.7% All Students "Green" 5% SWD "Orange" 1.7% English learners "Green"	Maintain Dashboard Suspension Indicator "Green" or better

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		0.7% Hispanic "Green" 0.7% SED "Green"			0.7% Hispanic "Green" 0.4% SED "Blue"	
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.7% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Monsenor-Oscar-Romero-Charter-Middle)			2024 Expulsion Rate 0% (Source: Ed-Data, https://www.ed-data.org/ShareData/Html/120762)	Maintain expulsion rate <1%
4.5	Middle School Dropout Rate (Priority 5)	0% Middle Dropout Rate for 2022-23 (Source: CALPADS)			0% Middle Dropout Rate for 2023-24 (Source: CALPADS)	Maintain dropout rate under 1%
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.49 Engagement 3.55 Relationships 3.56 Culture 3.49 Belonging 79% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.53 Engagement 3.52 Relationships 3.56 Culture 3.51 Belonging 90% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.0
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.12 Engagement 4.31 Communication/ Feedback			4.12 Engagement 4.38 Communication/ Feedback	Participation: 95% Rating/area: 4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		4.19 Safety 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.15 Safety 74% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.35 Relationships 4.21 Culture 4.28 Resources Diversity, Equity & Inclusion 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.34 Relationships 4.19 Culture 4.27 Resources 4.07 Diversity, Equity & Inclusion 74% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.5
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.42 Positive Culture 3.88 Positive Relationships 4.02 Engagement 3.64 Safety 29% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth			3.4 Positive Culture 3.75 Positive Relationships 3.64 Engagement 3.69 Safety 88% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Survey administered for 2023-24)			Survey administered for 2024-25)	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. <ul style="list-style-type: none"> Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)] Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. Coordinator of Culture & Climate will develop presentation content for parent 	No Yes	Fully Implemented	\$75,980.00	\$51,995

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture.</p> <ul style="list-style-type: none"> Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. Additionally, there is a Parent Coordinator who will host workshops around supporting their child in the home. Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey). Parent Coordinator serves as the bridge between home and school 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.2	Leadership Development for Students In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.	No	Partially Implemented	\$2,000.00	\$0.00
4.3	Engagement of Parents of Underserved Groups While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.	Yes	Partially Implemented	\$3,000.00	\$2,940
4.4	Positive Behavior & Intensive Support (PBIS) Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive	No	Fully Implemented	\$1,200.00	\$1,502

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.				
4.5	MTSS for Chronic Absenteeism Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support in the area of chronic absenteeism. Using tiered interventions (e.g., Parent conference, home visits, connections to community-based resources for support), families will be engaged on the importance of regular school attendance, and the impact of absenteeism on students academic progress and social-emotional well-being.	Yes	Partially Implemented	\$77,927.00	\$62,817
4.6	School Climate & Culture Team Staffing The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to increase student belonging and connection to school.	Yes	Fully Implemented	\$364,987.00	\$246,065

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	3,918,531	3,979,726
LCFF Supplemental/Concentration Grants	1,099,109	1,108,983



YPICS Board Report
Freddy Zepeda, Executive Administrator
March 24, 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.

As we enter the final stretch of the 2024-2025 school year, MORCS remains steadfast in its commitment to academic excellence, student well-being, and family engagement. This board report highlights our recent efforts across key areas, including academics, school culture, operations, and parent involvement.

Over the past few months, our school has successfully navigated the District Validation Review (DVR) for Special Education, demonstrating strong compliance while identifying areas for continued growth. Our Pawsitive Puma Recognition program has gained momentum, reinforcing a positive school climate and rewarding students for exemplary behavior. In operations, we have maintained a focused approach on attendance improvement strategies, and our recent Spring Family Conferences provided families with valuable resources and opportunities for engagement. Meanwhile, our Parent Ambassador Group continues to grow, with parents actively participating in workshops that empower them to support our school community.

Through ongoing collaboration, targeted professional development, and meaningful engagement with students and families, we are working toward sustained progress in all areas. The following report provides a detailed overview of our accomplishments and next steps as we strive to close the year on a high note.



Academics

Monseñor Oscar Romero Charter School (MORCS) actively participated in the District Validation Review (DVR) for Special Education throughout February and March. This comprehensive review was conducted in two phases:

1. **Virtual Compliance Review:** A live analysis was performed to assess compliance with Individualized Education Plans (IEPs) and ensure all required documentation met established standards.
2. **In-Person Assessment:** A series of on-site activities took place, involving staff, families, and classroom observations to evaluate the delivery of services and accommodations for students with disabilities.

Key Findings:

- **Student Record Review:** 79.66% of the reviewed items were compliant.
- **Document Review:** 100% compliance.
- **Classroom Observations:** 100% of recommended practices were evident.
- **IEP Implementation (Instructional Accommodations):** 100% compliance in the provision of accommodations as documented in IEPs.
- **Academic Assessment Report:** 100% compliance with all required elements.
- **Staff Interviews:** 100% of responses indicated awareness and adherence to special education policies and procedures.
- **Parent Interviews:** 100% of parents of students with disabilities demonstrated knowledge and understanding of special education policies and procedures at MORCS.
- **Staff Survey:** 100% of staff reported familiarity with the school's special education programs and services.
- **Parent Survey:** 100% of parents expressed awareness of the school's special education programs and compliance procedures.

Corrective Action Plan:

To address identified areas of noncompliance, MORCS will implement the following corrective measures:

- **Interoffice Correspondence (IOC):** Distribution of a document outlining DVR noncompliance items, descriptions, and the school's action plan for remedying them. Evidence of distribution must be provided for General Education staff, Resource Department staff, and service providers.
- **Professional Development (PD) Sessions:** Training sessions focused on DVR findings, including a review of noncompliant items and best practices for compliance. Sign-in documentation will be required to ensure staff participation.

Reflection and Next Steps:

This was the first DVR experience for the current MORCS team, and it provided invaluable insights into strengthening our Special Education program. Moving forward, we will refine internal processes, enhance documentation accuracy, and ensure all IEPs and services meet compliance standards. Our immediate priorities include planning for the required IOC and PD sessions while maintaining a strong commitment to best practices and continuous improvement in special education services.

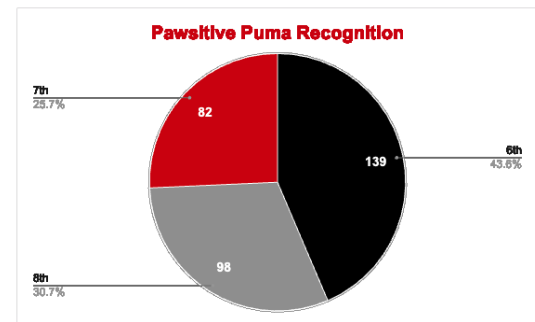


Culture and Climate

Our Culture and Climate team continues to foster a positive school environment through the Pawsitive Puma Recognition (PPR) program, which acknowledges and rewards students for exhibiting positive behaviors.

March Highlights:

- An increase of approximately 40 additional PPRs was recorded this month, reflecting a growing emphasis on recognizing student achievements.
- Students receiving PPRs were entered into a raffle for an exclusive Whale Watching Trip through Davey's Locker.
- Total Pawsitive Puma Recognitions (2024-2025 School Year): 319 and counting.



Additionally, the Average Emotion Meter for students at MORCS has remained stable at 3.5 (on a 1-5 scale) over the past 30 days. This consistency is encouraging, as we have focused on implementing various activities throughout the day to promote social engagement.

As we move into the latter half of the second semester, we aim to further improve student engagement and overall emotional well-being, working toward an increased Average Emotion Meter score.

Operations

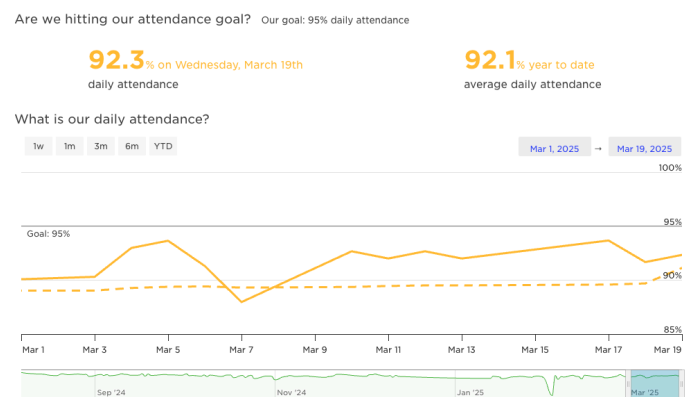
Attendance:

- Year-to-Date Average Daily Attendance (ADA): 92.1%.
- March Attendance Rates: 90%-95%, showing improvement from February.
- Increased student interest in monthly perfect attendance celebrations, where students are rewarded with treats and recognition among peers.

Efforts to support daily attendance include:

- Individualized support plans for students at risk of chronic absenteeism.
- Ongoing family outreach to reinforce the importance of attendance.
- Incentives and recognitions to motivate students toward regular school attendance.

Spring Family Conferences (March 10-14, 2025):





- **March 10:** 84% attendance (81/96 families)
- **March 13:** 83% attendance (75/90 families)
- **March 14:** 76% attendance (92/121 families)
- Lower-than-usual attendance was noted, with families citing weather conditions (rain) and personal reasons as barriers. To improve future turnout, MORCS will explore alternative scheduling options, virtual participation opportunities, and enhanced communication strategies.

During Spring Conferences, families had access to resources provided by visiting high schools and the Koreatown Youth and Community Center (KYCC), which offered information on:

- Free tutoring services.
- Summer programs for students.
- Free tax preparation assistance.

Parent Engagement

MORCS remains committed to empowering parents through active engagement opportunities. Members of our Parent Ambassador Group have been participating in the Parent Ambassador Leaders program, facilitated by the Los Angeles County Department of Public Health.

Key Initiatives:

- Parent ambassadors have focused on Mental Health Awareness and will lead an informational session during Coffee with the Administrators in May, where they will share their learnings with the school community.
- Increased parental participation in workshops and training sessions, demonstrating a strong interest in bringing valuable knowledge back to support MORCS families.



This ongoing partnership is fostering leadership among parents, equipping them with tools to advocate for student well-being and academic success. We look forward to their upcoming presentation and continued engagement in school initiatives.

Conclusion

As we progress through the second half of the school year, MORCS remains focused on enhancing academic compliance, fostering a positive school culture, improving attendance, and strengthening parent engagement. Our continuous improvement efforts, coupled with a commitment to student success, will ensure that we close out the year with meaningful growth and impactful initiatives.

Coversheet

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

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School Executive Administrator/ COO's
LCAP Mid Year Report
Purpose: FYI
Submitted by:
Related Material:
2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Bert_Corona_Charter_High_S
chool_20250320.pdf

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Goal 1

Goal Description

Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	45.4% "Clear" - Fully Credentialed Teachers [Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent]			45.8% FTE appropriately credentialed and assigned [Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent]	95% "Clear" - Fully Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula [Source: 2023 Fall Williams Sufficiency Report]			100% teachers/ students with access to standards- aligned curricula [Source: LACOE Williams Instructional Visit, August 2024]	Maintain 100% teachers/ students with access to standards- aligned curricula
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Rating: “Good” [Source: LACOE Williams Facilities Inspection November 2023]			Score: 100% Rating: “Exemplary” [LACOE Williams Facilities Inspection, October 2024]	Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-			2024 Local Indicator "Met" Implementation of State Standards	Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		23 CA Dashboard Local Indicators)			[Source: Local Indicator reported in June 2024]	
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.66 Professional Development & Support 67% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.61 Professional Development & Support 100% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	95% Participation in Teacher Survey Average rating for 4.5 Professional development & Support
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% students have access to a broad course of study			2024 Local Indicator "Met" 100% of students have access to a broad course of study [Source: Local Indicator reported in June 2024]	Maintain 100% student access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facility & Safety BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of operation under the Facilities Use Agreement with LAUSD for the use of Maclay MS facilities and janitorial services. School facilities are clean and maintained in good repair with daily spot checks. Campus aides conduct regular walkthroughs and monitor pupil/staff facilities for safety. Any	No	Fully Implemented	\$296,500.00	\$196,299

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.				
1.2	Standards-Based Instruction (Certificated Teachers) Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	No	Fully Implemented	\$931,187.00	\$551,729
1.3	Paraprofessionals (Academic Tutors & Behavior Support) Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	Yes	Fully Implemented	\$188,809.00	\$120,992

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	Core Instructional Materials/Licenses, and State-Verified Assessments Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (NWEA MAP Reading and Mathematics) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., IronBox, etc.)	No	Fully Implemented	\$17,250.00	\$1,164
1.5	Supplemental Instructional Materials & Support Teachers will apply differentiated instructional supports for students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, ELLevation math, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	Yes	Fully Implemented	\$22,257.00	\$18,506

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.6	Multi-Tiered System of Supports (MTSS) Team The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).	Yes	Fully Implemented	\$55,667.00	\$26,000
1.7	Technology Integration Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	Yes	Fully Implemented	\$126,468.00	\$59,916
1.8	EL-focused Professional Development The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches	Yes	Partially Implemented	\$6,000.00	\$4,517

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration.</p> <p>Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELlevation platform for professional development modules, progress monitoring of students who are EL and those who have 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	reclassified (RFEP)				
1.9	<p>Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)</p> <p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning 	Yes	Fully Implemented	\$325,125.00	\$188,068

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences. Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. Curricular support Teachers requiring BTSA will be supported by an onsite mentor. <p>The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.</p>				
1.10	Effective Operations Team The Operations Team is charged with monitoring the daily functions of the school site to ensure	No	Fully Implemented	\$452,528.00	\$269,197

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.</p>				
1.11	<p>Commitment to Equity for Special Populations Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.</p>	No	Fully Implemented	\$374,241.00	\$237,9001

Goal 2

Goal Description

Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts (core and ELD) through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	NWEA MAP Growth in Reading - Grades 9-12 (Priority 8)	EOY NWEA Reading Achievement 22% near/at grade-level 19% at grade-level 4% above grade-level EOY NWEA Reading Growth 49% met/exceed personal growth goal 19% close to growth goal (Spring 2024 NWEA MAP)			TBD	EOY NWEA Reading Achievement 30% near/at grade-level 25% at grade-level 5% above grade-level EOY NWEA Reading Growth 52% met/exceed personal growth goal 25% close to growth goal
2.2	Dashboard English/Language Arts Indicator - Grade 11 (Priority 4)	ELA Dashboard Indicator (DFS) All students "Red" - 62.5 DFS Hispanic "Red" -59.6 DFS SED "Red" -59.2 DFS EL "No color" -155.6 DFS SwD "No color" -178.7 DFS			ELA Dashboard Indicator (DFS) All students "Orange" - 56.7 DFS Hispanic "Orange" - 55.3 DFS SED "Red" -56.6 DFS EL "No color" -92.8 DFS LTEL "No color" - 132.9 DFS SwD "No color" -126.2 DFS	ELA Dashboard Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	24.3% making progress toward English language proficiency "Red"			2024 Dashboard ELPI Indicator 23.2% making progress toward English language proficiency "Red"	45% making progress toward English language proficiency "Orange"
2.4	Reclassification Rate (Priority 4)	2.08% Reclassification Rate 2022-23				10% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	ELA/ELD Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.	Yes	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	Accelerations in English/Language Arts (Tiers 2 & 3) Literacy Specialist works with small groups of students who are reading below middle school Lexile norms. On a pullout basis for 80 minutes per week, students who are performing below grade-level average on NWEA MAP Lexile levels in order to increase their fluency, vocabulary development, and Lexile level. Flexible pull-out will be provided for students who have been identified as requiring focused standards-based support in reading. Students will have access to ELA-based extended learning opportunities to enable progress in standards mastery.	No Yes	Fully Implemented	\$107,092.00	\$49,681
2.3	Designated ELD Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students' English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.	No	Fully Implemented	\$0.00	\$0.00
2.4	ELA Instructional Support Courses Grades 9 & 10 support instructional block focused on CAASPP/SBAC practice using	No	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works of literature. Students will receive direct instruction in writing aligned to respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.</p>				
2.5	<p>Junior/Senior Seminar - Reading & Writing</p> <p>Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works.</p> <p>Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will</p>	No	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.				
2.6	Social Science - Critical Thinking & Writing Skills Development All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 9-12 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.	Yes	Fully Implemented	\$0.00	\$0.00

Goal 3

Goal Description

Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	NWEA MAP Growth in Mathematics - Grades 9-12 (Priority 8)	EOY NWEA Math Achievement 18% near/at grade-level 12% at grade-level 4% above grade-level EOY NWEA Math Growth 42% met/exceed personal growth goal 21% close to growth goal (Spring 2024 NWEA MAP)			TBD	EOY NWEA Math Achievement 20% near/at grade-level 15% at grade-level 7% above grade-level EOY NWEA Math Growth 50% met/exceed personal growth goal 25% close to growth goal
3.2	Dashboard Mathematics Indicator - Grade 11 (Priority 4)	2023 Mathematics Dashboard Indicator School "Red" -153.5 DFS SED "Red" -154.6 DFS Hispanic "Red" -156.7 DFS EL "No color" -193.6 DFS SwD "No color" -205.3 DFS			2024 Mathematics Dashboard Indicator School "Red" -169.5 DFS SED "Red" -168.1 DFS Hispanic "Red" -167.7 DFS EL "No Color" -167.3 DFS LTE: "No Color" -198.1 DFS	CA Dashboard Mathematics Indicator "Orange"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					SWD "No Color" - 198.7 DFS	
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded			2024 CAST 8.7% met/exceeded	>50% meet/exceed

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	Mathematics Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).	No	Partially Implemented	\$0.00	\$0.00
3.2	Accelerations for Mathematics (Tiers 2 & 3) Scheduled instructional block where students are programmed for support and acceleration in math. Secondary Foundational Math Skills for 9th Graders (80 minutes/week) in using Core	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Advantage or Iron Box curriculum during the core Algebra 1 instructional blocks.</p> <p>Targeted Math Tutoring afters school will be provided based on analysis of NWEA MAP scores and academic course grades, identified students attend 10-week tutorial for skill improvement. Students exit when their skills are at grade-level</p>				
3.3	<p>Junior and Senior Seminars (Math component)</p> <p>Junior and Senior Seminar instructional block focused on CAASPP/SBAC Math practice using materials created by the CDE (Tools for Teachers) to support ongoing development of students' skills and familiarize them with the language and rigor of state math assessments including performance tasks.</p>	No	Fully Implemented	\$0.00	\$0.00
3.4	<p>NGSS & College-preparatory Science</p> <p>College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.</p>	No	Fully Implemented	\$0.00	\$0.00
3.5	<p>Study Hall/Homework Help</p> <p>Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.</p>	No	Fully Implemented	\$0.00	\$0.00

Goal 4

Goal Description

Create/maintain an environment where standards and expectations for career- and college-readiness are consistently applied and nurtured in order for students to be prepared (e.g., resilient in the face of challenges academically, socially, psychologically) for success in a wide range of post-secondary options including college and/or career.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	English/Language Arts Course Passage with "C-" or better (Priority 8)	93% Passed ELA course with C- or better (Source: Infinite Campus Final 2024 ELA Grades)			TBD	Increase ELA Annual course passage with "C-" or better
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better (Source: Infinite Campus Final 2024 Math Grades)			TBD	Increase Math Annual course passage with "C-" or better
4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 58%			7.3% Graduates completion of CTE Pathway [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report"]	95% Graduates completion of CTE Pathway
4.4	Successful A-G Course Completion (Priority 4)	0% Graduates completion of A-G course requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			60% Graduates completion of A-G course requirements [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report"]	90% Graduates completion of A-G course requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		NOTE: Locally tracked data for the Class of 2023 66% Graduates completed A-G course requirements with C or better				
4.5	Combined Successful Completion of CTE Pathway & A-G Coursework (Priority 4)	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			0% Combined successful completion of CTE Pathway & A-G Coursework [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report"]	95% Cohort graduates successful completion of CTE Pathway & A-G Coursework
4.6	Passage of AP Exam (Priority 4)	34% Students passing an AP exam with "3" or better (Source: 2023 CollegeBoard Advanced Placement Results average)				40% Students passing an AP exam with "3" or better
4.7	Graduates Meeting UC/CSU Requirements (Priority 4)	0% Graduates meeting UC/CSU requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			60% Graduates meeting UC/CSU requirements [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements"]	95% Graduates meeting UC/CSU requirements
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better				25% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better				
4.9	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math with "3" or better in both areas on SBAC (Priority 4)	7.5% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")			29.6% Prepared [Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024"]	45% Prepared
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 7.5% School "Very Low" 5.8% Hispanic "Very Low" 7.8% SED "Very Low" 0% EL 0% SwD (Source: 2023 CA Dashboard, College/Career Indicator)			Graduates "prepared" as measured by the 2024 Dashboard College/Career Indicator (CCI) 29.6% School "Yellow" 30.2% Hispanic "Yellow" 28.3% SED "Yellow" "No Color" 7.7% EL 0% LTEL 0% SwD [Source: 2024 CA Dashboard,	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					College/Career Indicator]	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	Culture of College Readiness The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. In partnership with GEAR UP, all grade levels will take part in college visits throughout the year, and juniors/seniors will have extended overnight visits to experience the college setting. While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)	Yes	Fully Implemented	\$160,167.00	\$108,833
4.2	Credit Recovery Opportunities In-schedule and out-of-school provide opportunities for all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year using an online platform.	No	Fully Implemented	\$16,625.00	\$0.00
4.3	Career/Technical Education: Media Arts Pathway CTE Visual and Media Arts Program includes arts, media and entertainment, information and	No	Fully Implemented	\$101,378.00	\$63,769

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	communication technologies, and manufacturing /product development pathways. All students will be provided exposure to hands-on learning in industry-standard technologies to equip graduates with job skills for application to future employment in online content production, design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). The pathway is a sequence of three courses which are also UC Doorways approved.				
4.4	Dual Enrollment- LAMC Partnership In partnership with Los Angeles Mission College, provide students with multiple opportunities to enroll in a semester-long, college-credit bearing course. The goal is to increase the number of offerings to expose students to rigorous content and expose them to a variety of subject areas which may support them in the decision to enroll and graduate from a two- or four-year university. Students will take two (2) semester long courses for college credit and earn a grade of C or better.	No	Fully Implemented	\$0.00	\$0.00
4.5	Advisory with SEL Component All students are enrolled in "Advisory" where modules on college/career exploration aligned to student interest. Additionally, this course has a SEL component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. [NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]	No	Partially Implemented	\$0.00	\$0.00

Goal 5

Goal Description

Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school mission to improve successful post-secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Student Attendance Rates (Priority 5)	91.9% Attendance Rate 200.05 ADA through Month 8 (Source: BCCHS Financial Analysis Report, May 20, 2024)			TBD	95% Attendance Rate
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic 36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)			All Students 32.8% SWD 26.2% English learner 29.3% Hispanic 28.6% SED [Source: DataQuest 2023-24 Absenteeism Data Report]	Chronic absenteeism under 15%
5.3	High School Cohort Dropout Rate (Priority 5)	7.5% Cohort Dropouts (Source: Ed-data 2022-23 http://www.ed-data.org/ShareData/Html/114934)			5.7% Cohort Dropouts [Source: DataQuest 2023-24 Four-Year Adjusted Cohort Outcome" report]	Less than/equal to 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.4	Dashboard High School Cohort Graduation Rate Indicator (Priority 5)	2023 Dashboard - Graduation Indicator 92.5% All Students "Yellow" % Hispanic 66.7% SWD 78.6% English learner 92.2% SED "Yellow"			2024 Dashboard - Graduation Indicator 90.9% All Students "Yellow" 90.7% Hispanic "Yellow" 90.7% SED "Yellow" 86.7% SWD 85.7% English learner 84.6% LTEL	97% All students "Green"
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator 1.8% All Students "Green" % Hispanic 0% SWD "Blue" 0% English learner "Blue" 2% SED "Green"			2024 Dashboard - Suspension Rate Indicator 1.3% All Students "Green" 1.3% Hispanic "Green" 3.4% SWD "Orange" 1.5% English learner "Yellow" 2% LTEL "Orange" 1.3% SED "Green"	Maintain Suspension rate <2% All students "Green"
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)			0% Expulsion Rate [Source: DataQuest 2023-24 Expulsion Report]	Maintain Expulsion rate <2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.7	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging 82% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.62 Engagement 3.37 Relationships 3.42 Culture 3.48 Belonging 88% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.0
5.8	Parent Satisfaction, Safety & Decision-Making (Priority 3)	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.05 Engagement 4.24 Communication/ Feedback 4.14 Safety 70% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	Participation: 95% Rating/area: 4.5
5.9	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.25 Relationships 4.13 Culture 4.22 Resources 4.1 Diversity, Equity & Inclusion 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly			4.31 Relationships 4.21 Culture 4.23 Resources 4.2 Diversity, Equity & Inclusion 70% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly	Participation: 95% Rating/area: 4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety 67% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.12 Positive Culture 3.75 Positive Relationships 3.75 Engagement 3.9 Safety 100% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.0

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. <ul style="list-style-type: none"> Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), 	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>and English Learner Parent Advisory Committee (EL-PAC)]</p> <ul style="list-style-type: none"> Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey) Coordinator of College/Career Readiness will develop and deliver workshop content to inform parents of post-secondary options, college planning, financial aid, college application process, etc. Each grade level will have a tailored college/career engagement plan. 				
5.2	<p>Engagement of Parents of Underrepresented Groups</p> <p>While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them. The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging</p>	Yes	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	parents/guardians of underrepresented student groups to support the success of their child at BCCHS. At minimum, these activities include Cafe con los Directores, back to school night, parent conferences, open house, SpEd Fall and Spring Meet & Greet, and IEP meetings.				
5.3	Student Activities & Sports Program Student activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course leaders to develop a range of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g., aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate. Continue to offer 7 CIF member sports program to strengthen school identity and pride.	No	Fully Implemented	\$52,000.00	\$3,176
5.4	Leadership Development for Students In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a	No	Planned	\$5,000.00	\$4,317

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	more positive child-parent relationship and two-way accountability.				
5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.	Yes	Fully Implemented	\$381,944.00	\$243,398
5.6	Monthly Climate & Culture Programming (Absenteeism Reduction) Scholar Dollars will be used throughout the school as a token for recognizing students for exhibiting supportive behaviors and contributions to maintaining a positive climate. The recognition by adults will contribute to the formation of strong relationships with students and decrease the perception of disengaged adults on campus. Students will be recognized during monthly assemblies focused on college/career to serve as an incentive to prepare for post-secondary options. Based on the Youth Truth Survey of students, the need to form bonds with students is necessary to increase feelings of belonging and perceptions of supportive adults. All BCCHS staff	No	Fully Implemented	\$600.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	will commit to nurturing positive relationships with students to ensure students attend school at least 95% of the school days.				
5.7	Mentorship Interns for At-Promise Students Under the community schools grant, Youth Mentors will play a crucial role in fostering school success. By building connections between students and school staff, the mentor will support in creating a positive school environment. The mentor will empower students to identify allies within the school community who can advocate for them. The mentor will also directly combat chronic absenteeism by managing cases of the top chronically absent students, acting as an advocate to identify and address underlying challenges such as transportation. In collaboration with students and families, the mentor will play a role in developing personalized attendance, behavior, and academic success plans with goals and timelines.	No	Fully Implemented	\$77,152.00	\$42,726

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	2,889,005	2,662,975
LCFF Supplemental/Concentration Grants	1,049,190	999,196

Coversheet

YPICS Chief Accountability Officer's Report

Section:	III. Items Scheduled for Information
Item:	F. YPICS Chief Accountability Officer's Report
Purpose:	FYI
Submitted by:	
Related Material:	25-03-24 CAO BoD Report.pdf

Ena LaVan, Chief Accountability Officer

March 24, 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.

LCAP Midyear Progress Report

The Governor's Executive Order in response to the fires, extends the deadline for presentation of the Midyear Progress Report to March 31, 2025. The YPICS Executive Administrators will be completing their LCAP implementation status in Document Tracking Service (DTS). The Executive Administrators will be presenting the Midyear Progress at tonight's meeting as required by Ed Code.

2024-25 LAUSD Oversight Visits

Schools are currently gathering an extensive amount of documentation for their Annual Performance-Based Oversight Visits. The visit schedule is as follows:

- March 25 - Monseñor Oscar Romero
- **April 3 - Bert Corona Middle** (This in the newly scheduled date)
- April 25 - Bert Corona Charter High

AB1505 Charter Performance List Released

On March 14, the CDE released the charter performance categories based on the 2024 State Dashboard. Charter schools are designated as one of the following categories based on the last released Dashboard:

- Low-performance: Considered as "presumptive denial," however, the authorizer may approve the petition for a two year term.
- Middle performance: charter schools will be eligible for a five-year renewal term based on the factors established in the California School Dashboard. This mid-range category is where the majority of the charter schools fall.
- High-performance: charter schools will enjoy a streamlined renewal process due to their ongoing excellence. Renewals may be approved for an additional 5 to 7 year term.

Based on the 2024 Dashboard, Bert Corona Middle and Monsenor Oscar Romero Charter have been categorized as "middle" performing. Bert Corona High has been categorized as "low" performing. It is important to note that these categories are determined using a single year of performance on the Dashboard, and depend on an individual school's performance in comparison to the state for both schoolwide and student group performance.

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

1. Banc of California Line of Credit Renewal Board Brief.pdf
2. Continuation of Services with Think Together for ASES Grants Board Brief.pdf



March 24, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Receive Banc of California Line of Credit Renewal

BACKGROUND

The YPICS Board of Trustees has elected every year since 2006 to hold a line of credit to ensure preparedness during times of uncertainty. In December of 2025 the Board Directed the Executive Director to reapply for the line as it was due to expire this term.

ANALYSIS

On February 25th the Executive Director received an email from Banc of California notifying YPICS that the \$500,000 business line of credit was approved and renewed. Additionally, because of the organization's longstanding relationship with the bank, this time the line was renewed for a 2-year term instead of a 1-year term.

The fee associated with this renewal is \$2,000.00.

RECOMMENDATION

The Executive Director is recommending that the Board of Trustees receive and acknowledge this \$500,000 Business line of Credit Renewal.



March 24, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Continue Services with Think Together as after School Provider for ASES Program

BACKGROUND

The YPICS Board of Trustees approved Think Together as the After School Provider for YPI Charter Schools, immediately after the Closure of YPI in October of 2019. Think Together seamless provided continuity of service for our after-school programs. Administrators and parents were pleased and supported with the seamless transition.

ANALYSIS

This year the CDE provided the 2024-2025 ASES GANs late. The MORCS GAN was received last month. The YPICS Board Received the GAN for BCCS in January. Additionally, the YPICS Administrators, staff and parents continue to be satisfied with the Think Together Afterschool program.

This action is to acknowledge continuation of services with Think Together as an Afterschool Provider for the ASES GANs already received in January and February, the cost is 95% of the GAN Amounts.

RECOMMENDATION

The Executive Director is recommending that the Board of Trustees approve continuation of services with Think Together as an Afterschool Provider for the ASES GANs already received in January and February, the cost is 95% of the GAN Amounts.

Coversheet

FY24-25 February YPICS Financials

Section:	V. Items Scheduled For Action
Item:	A. FY24-25 February YPICS Financials
Purpose:	Vote
Submitted by:	
Related Material:	24-25 YPICS Financials Board Packet 02.25.pdf

YPI CHARTER SCHOOLS, INC - Financial Dashboard (February 2025)

1

Key Performance Indicators

ADA vs. Budget



Cash on Hand



Net Income / (Loss)

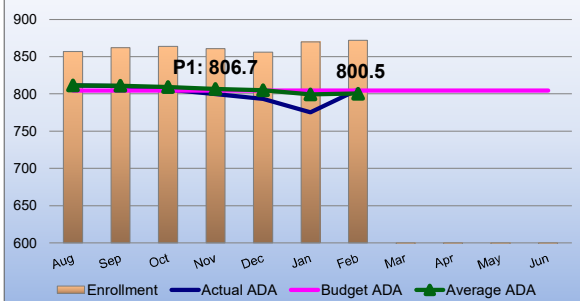


Year-End Cash



2

ADA & Enrollment



KEY POINTS

Enrollment is currently 14 students above budget, resulting in a \$69K decrease in LCFF Revenue due to lower than budget ADA%.

Forecast includes \$1.18M of restricted one-time funds. An additional \$1.11M 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 7	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	872	866	852	14	866	0	847	823
ADA %	92.8%	92.9%	94.5%	-1.5%	91.3%	1.7%	92.7%	90.2%
Average ADA	800.50	802.19	804.74	(2.55)	803.25	(1.06)	778.37	742.26

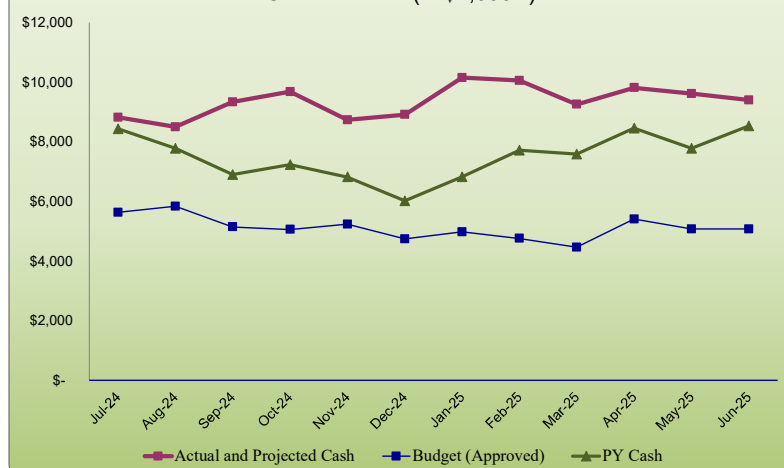
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Income Statement

	Actual through 02/28/25	Forecast as of 02/28/25	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	6,903,978	12,114,333	12,182,867	(68,534)	12,112,747	1,586	11,612,823	10,210,742
Federal Revenue	809,006	1,893,492	1,914,253	(20,760)	1,897,960	(4,468)	3,510,698	3,101,915
State Revenue	4,040,975	3,568,255	3,540,169	28,086	3,597,710	(29,454)	3,313,241	3,467,525
Other Local Revenue	1,306,877	1,668,141	1,032,850	635,291	1,659,860	8,281	3,029,652	1,037,193
Grants/Fundraising	50,534	76,925	60,000	16,925	76,025	900	43,383	68,873
TOTAL REVENUE	13,111,371	19,321,147	18,730,139	591,008	19,344,302	(23,155)	21,509,798	17,886,248
Total per ADA		24,085	23,275	811	24,114	(29)	27,634	24,097
w/o Grants/Fundraising		23,990	23,200	789	24,020	(30)	27,579	24,004
Certificated Salaries	3,973,189	6,283,129	6,591,305	308,177	6,362,325	79,196	6,108,717	5,318,471
Classified Salaries	2,081,329	3,309,156	3,188,363	(120,794)	3,325,441	16,284	3,082,354	2,541,261
Benefits	2,187,634	3,173,309	3,086,329	(86,979)	3,191,761	18,453	2,956,342	2,553,891
Student Supplies	927,650	1,687,203	1,525,298	(161,905)	1,705,052	17,849	1,853,818	1,884,948
Operating Expenses	2,850,148	4,527,087	4,047,396	(479,690)	4,361,378	(165,709)	4,318,530	4,473,332
Other	679,377	1,020,113	1,008,354	(11,758)	1,020,636	523	1,080,851	1,085,893
TOTAL EXPENSES	12,699,327	19,999,996	19,447,046	(552,950)	19,966,592	(33,404)	19,400,612	17,857,796
Total per ADA		24,932	24,166	(766)	24,890	42	24,925	24,059
NET INCOME / (LOSS)	412,044	(678,849)	(716,907)	38,058	(622,290)	(56,559)	2,109,186	28,452
Op Inc Excluding Non-cash Lease Exp	1,018,253	226,143	170,602	55,541	285,573	(59,430)	3,079,841	0

5

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



Year-End Cash Balance		
Projected	Budget	Variance
9,411,312	5,077,498	4,333,815

6

Balance Sheet

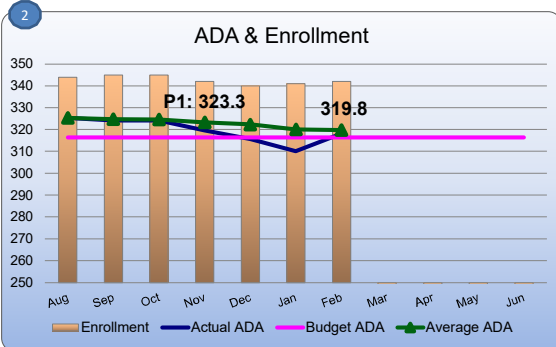
	6/30/2024	1/31/2025	2/28/2025	6/30/2025 FC
Assets				
Cash, Operating	8,537,596	10,157,223	10,056,080	9,411,024
Cash, Restricted	0	0	0	0
Accounts Receivable	5,097,623	582,191	582,191	2,091,196
Due From Others	3,726	3,798	5,639	5,639
Other Assets	2,147,938	1,925,993	1,909,560	1,989,302
Net Fixed Assets	25,953,461	25,438,978	25,365,536	25,072,788
Total Assets	41,740,344	38,108,183	37,919,007	38,569,949
Liabilities				
A/P & Payroll	1,091,094	337,275	410,769	676,868
Due to Others	1,063,512	374,017	361,716	501,589
Deferred Revenue	2,706,109	0	0	1,515,397
Other Liabilities	1,852,081	1,852,081	1,852,081	1,733,089
Total Debt	6,897,047	6,780,030	6,751,896	6,691,353
Total Liabilities	13,609,843	9,343,402	9,376,461	11,118,297
Equity				
Beginning Fund Bal.	26,021,317	28,130,503	28,130,503	28,130,503
Net Income/(Loss)	2,109,186	634,279	412,044	(678,849)
Total Equity	28,130,503	28,764,782	28,542,546	27,451,653
Total Liabilities & Equity	41,740,345	38,108,184	37,919,008	38,569,950
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	169	194	192	180
Cash Reserve %	46%	53.1%	52.6%	49.2%

BERT CORONA CHARTER SCHOOL - Financial Dashboard (February 2025)

1 Key Performance Indicators

ADA vs. Budget  Cash on Hand 

Net Income / (Loss)  Year-End Cash 



KEY POINTS

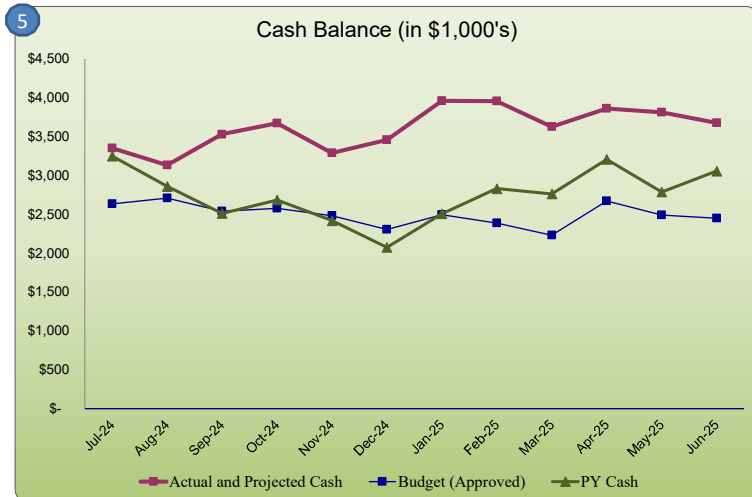
Enrollment is currently 6 students above budget, resulting in a \$56K increase in LCFF Revenue.

Forecast includes \$494K of restricted one-time funds. An additional \$456K remains available to spend through FY27/28.

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

Attendance Analysis	Actual through Month 7	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 %	93.2%	93.5%	95.0%	-1.5%	93.7%	-0.3%	93.0%	0.0%
Avg Daily Attendance (ADA)	319.75	320.05	316.35	3.70	320.60	(0.55)	321.84	307.25

Income Statement	Actual through 02/28/25	Forecast as of 02/28/25	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	2,697,320	4,571,318	4,515,190	56,128	4,573,198	(1,881)	4,531,333	4,005,725
Federal Revenue	329,844	781,745	789,059	(7,314)	782,611	(866)	1,370,027	1,218,493
State Revenue	1,721,608	1,629,686	1,599,049	30,637	1,669,186	(39,500)	1,519,681	1,542,496
Other Local Revenue	577,144	731,264	404,993	326,271	726,300	4,965	1,187,725	356,226
Grants/Fundraising	30,235	30,235	20,000	10,235	29,570	665	4,849	22,447
TOTAL REVENUE	5,356,151	7,744,249	7,328,291	415,958	7,780,865	(36,617)	8,613,615	7,145,386
Total per ADA		24,197	23,165	1,032	24,311	(114)	26,764	23,256
w/o Grants/Fundraising		24,103	23,102	1,001	24,219	(116)	26,749	23,183
Certificated Salaries	1,442,017	2,268,621	2,305,977	37,356	2,288,353	19,732	2,186,330	1,882,882
Classified Salaries	763,157	1,235,817	1,137,451	(98,365)	1,249,557	13,741	1,083,041	900,343
Benefits	747,604	1,091,206	1,012,704	(78,502)	1,111,700	20,494	995,440	870,042
Student Supplies	458,075	794,540	691,919	(102,622)	800,349	5,808	777,197	865,254
Operating Expenses	1,400,298	2,236,092	2,102,055	(134,037)	2,208,731	(27,361)	2,346,661	2,456,016
Other	54,889	82,244	66,303	(15,941)	82,244	0	92,022	94,050
TOTAL EXPENSES	4,866,040	7,708,520	7,316,408	(392,111)	7,740,934	32,414	7,480,690	7,068,587
Total per ADA		24,085	23,128	(958)	24,187	(101)	23,244	23,006
NET INCOME / (LOSS)	490,111	35,729	11,882	23,847	39,932	(4,203)	1,132,925	76,798
OPERATING INCOME	545,000	117,973	78,185	39,788	122,176	(4,203)	1,224,947	170,849



Year-End Cash Balance		
Projected	Budget	Variance
3,675,067	2,450,950	1,224,117

Balance Sheet	6/30/2024	1/31/2025	2/28/2025	6/30/2025 FC
Assets				
Cash, Operating	3,056,729	3,958,353	3,955,503	3,675,067
Cash, Restricted	0	0	0	0
Accounts Receivable	2,406,105	419,502	419,502	975,309
Due From Others	2,594	2,600	2,678	2,678
Other Assets	2,081,300	1,954,304	1,943,327	1,958,091
Net Fixed Assets	675,465	627,415	620,576	593,221
Total Assets	8,222,192	6,962,174	6,941,586	7,204,366
Liabilities				
A/P & Payroll	370,981	88,171	63,867	185,303
Due to Others	462,183	59,800	52,887	144,026
Deferred Revenue	1,054,309	0	0	611,558
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	2,030,510	1,999,292	2,716,456
Equity				
Beginning Fund Bal.	3,319,257	4,452,182	4,452,182	4,452,182
Net Income/(Loss)	1,132,925	479,482	490,111	35,729
Total Equity	4,452,182	4,931,664	4,942,293	4,487,911
Total Liabilities & Equity	8,222,192	6,962,174	6,941,586	7,204,366
Days Cash on Hand	151	189	189	176
Cash Reserve %	41.4%	51.7%	51.9%	48.2%



BERT CORONA CHARTER SCHOOL

Financial Analysis

February 2025

Net Income

Bert Corona Charter School is projected to achieve a net income of \$36K in FY24-25 compared to \$12K in the board approved budget. Reasons for this positive \$24K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2025, the school's cash balance was \$3.96M. By June 30, 2025, the school's cash balance is projected to be \$3.68M, which represents a 48% reserve.

As of February 28, 2025, the Accounts Receivable balance was \$420K, down from \$420K in the previous month, due to the receipt of revenue earned in FY23-24.

As of February 28, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$64K, compared to \$88K in the prior month.

As of February 28, 2025, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$7.74M, which is \$416K or 5.7% over budgeted revenue of \$7.33M.

Child Nutrition Federal Revenue – is projected to be above budget by \$65K 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 Local Revenue - is projected to be over budget by \$321K due to writing off Coverify and YPI invoices.

Expenses

Total expenses for FY24-25 are projected to be \$7.71M, which is \$392K or 5.4% over budgeted expenditures of \$7.32M.

Health Costs are projected to be higher than budget by \$91K based on the actuals through March.

Nutrition Program Food Supplies are projected to be higher than budget by \$72K due to higher participation rates for the nutrition program. This increase is offset by increases in State and Federal Nutrition Revenue.

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



PD Consultant & Tuition costs are projected to be higher than budget by \$35K due to Teacher Resident Stipend. It is offset by additional revenue for the same amount.

Contracted Substitute Teacher costs are projected to be higher than budget by \$43K.

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 320.05 based on enrollment of 339 and a 93.5% attendance rate.

Actual ADA through Month 7 is 319.75 with ending enrollment of 342 and a 93.2% attendance rate.

In Month 7, ADA was 318.05 with a 93.0% attendance rate.

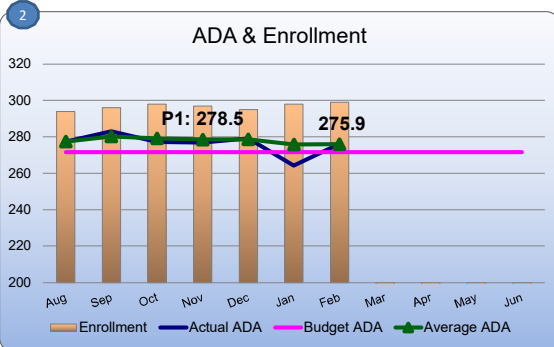
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSENIOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (February 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

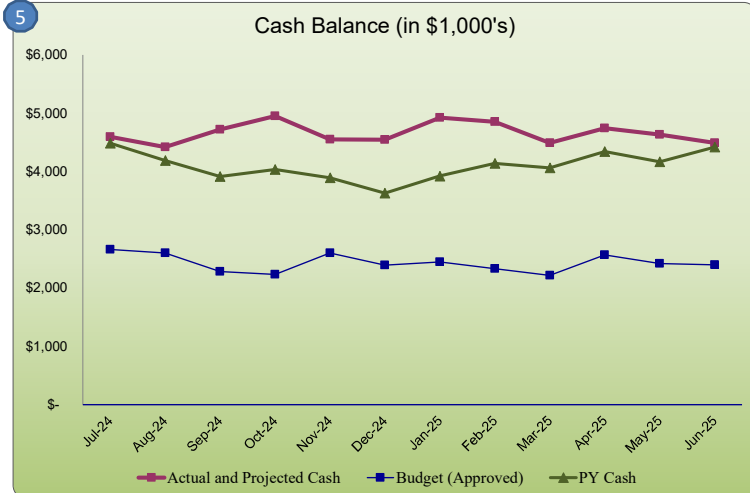
Enrollment is currently 11 students above budget, resulting in a \$66K increase in LCFF Revenue.

Forecast includes \$389K of restricted one-time funds. An additional \$543K remains available to spend through FY27/28.

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

Attendance Analysis	Actual through Month 7	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	299	297	286	11	297	0	282	275
Attendance %	93.1%	93.4%	95.0%	-1.6%	93.7%	-0.3%	92.8%	0.0%
Avg Daily Attendance (ADA)	275.93	276.74	271.70	5.04	277.57	(0.83)	256.48	254.51

Income Statement	Actual through 02/28/25	Forecast as of 02/28/25	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	2,182,280	3,984,941	3,918,531	66,410	3,991,762	(6,821)	3,670,040	3,360,632
Federal Revenue	273,475	664,904	667,301	(2,397)	667,599	(2,694)	1,506,579	1,090,004
State Revenue	1,457,071	1,251,917	1,393,980	(142,063)	1,234,015	17,902	1,133,377	1,621,764
Other Local Revenue	504,741	642,527	376,946	265,581	643,041	(514)	1,075,406	400,778
Grants/Fundraising	-	20,000	20,000	0	20,000	0	1,535	11,460
TOTAL REVENUE	4,417,567	6,564,289	6,376,758	187,531	6,556,417	7,872	7,386,937	6,484,638
Total per ADA		23,720	23,470	250	23,692	28	28,801	25,479
w/o Grants/Fundraising		23,648	23,396	252	23,619	28	28,795	25,434
Certificated Salaries	1,223,468	1,941,002	2,114,275	173,273	1,975,249	34,246	1,894,291	1,605,293
Classified Salaries	567,724	936,587	945,392	8,805	937,767	1,180	873,175	774,512
Benefits	596,205	887,110	895,751	8,641	899,965	12,855	830,166	710,560
Student Supplies	290,984	549,137	515,237	(33,900)	562,877	13,740	726,716	628,998
Operating Expenses	1,325,558	2,057,107	1,741,851	(315,256)	1,943,848	(113,260)	1,719,925	1,874,014
Other	603,244	906,306	910,228	3,923	906,860	554	926,543	946,401
TOTAL EXPENSES	4,607,184	7,277,249	7,122,735	(154,514)	7,226,565	(50,684)	6,970,816	6,539,778
Total per ADA		26,296	26,215	(81)	26,113	183	27,179	25,696
NET INCOME / (LOSS)	(189,617)	(712,960)	(745,977)	33,017	(670,149)	(42,812)	416,121	(55,139)
OPERATING INCOME	322,175	53,906	19,087	34,819	96,512	(42,606)	1,201,981	746,343



Balance Sheet	6/30/2024	1/31/2025	2/28/2025	6/30/2025 FC
Assets				
Cash, Operating	4,419,671	4,920,825	4,852,908	4,489,600
Cash, Restricted	0	0	0	0
Accounts Receivable	1,863,222	100,240	100,240	708,560
Due From Others	299	299	269	269
Other Assets	61,649	17,786	16,930	57,911
Net Fixed Assets	25,163,936	24,716,118	24,652,144	24,397,069
Total Assets	31,508,776	29,755,268	29,622,491	29,653,409
Liabilities				
A/P & Payroll	434,781	68,785	182,764	142,768
Due to Others	587,275	341,270	340,612	370,014
Deferred Revenue	1,052,839	0	0	632,388
Other Liabilities	6,989	6,989	6,989	0
Total Debt	6,897,047	6,780,030	6,751,896	6,691,354
Total Liabilities	8,978,930	7,197,074	7,282,261	7,836,523
Equity				
Beginning Fund Bal.	22,113,726	22,529,847	22,529,847	22,529,847
Net Income/(Loss)	416,121	28,347	(189,617)	(712,960)
Total Equity	22,529,847	22,558,194	22,340,230	21,816,887
Total Liabilities & Equity	31,508,777	29,755,268	29,622,491	29,653,410
Days Cash on Hand	261	278	272	252
Cash Reserve %	71.5%	76.2%	74.5%	69.0%

Year-End Cash Balance		
Projected	Budget	Variance
4,489,600	2,399,737	2,089,863



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

February 2025

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$713K in FY24-25 compared to -\$746K in the board approved budget. Reasons for this positive \$33K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2025, the school's cash balance was \$4.85M. By June 30, 2025, the school's cash balance is projected to be \$4.49M, which represents a 69% reserve.

As of February 28, 2025, the Accounts Receivable balance was \$100K, down from \$100K in the previous month, due to the receipt of revenue earned in FY23-24.

As of February 28, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$183K, compared to \$69K in the prior month.

As of February 28, 2025, MORCS had a debt balance of \$6.75M compared to \$6.78M in the prior month. An additional \$61K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$6.56M, which is \$188K or 2.9% over budgeted revenue of \$6.38M.

LCFF Revenue – is projected to be higher budget by \$66K due to higher enrollment, but a lower attendance for the last two months

Child Nutrition Federal Revenue – is projected to be above budget by \$31K due to higher participation rates for Nutrition Program.

Other State Revenue - is projected to be below budget by \$179K due to moving one-time funds to FY25-26.

Other Local Revenue - is projected to be above budget by \$213K due writing off Coverify and YPI invoices.

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

Expenses

Total expenses for FY24-25 are projected to be \$7.28M, which is \$155K or 2.2% over budgeted expenditures of \$7.12M.

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

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



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

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

SPED Services are projected to be higher than budget by \$60K. This expense is offset by lower salaries and benefits

After School Services are projected to be higher than budget by \$54K. This expense will be covered by ELOP funds

ADA

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

Forecast P2 ADA is 276.74 based on enrollment of 297 and a 93.4% attendance rate.

Actual ADA through Month 7 is 275.93 with ending enrollment of 299 and a 93.1% attendance rate.

In Month 7, ADA was 276.05 with a 92.5% attendance rate.

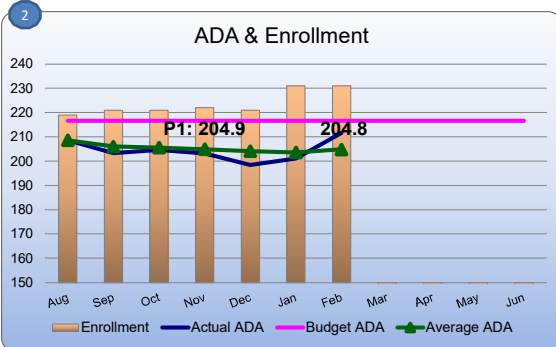
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (February 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

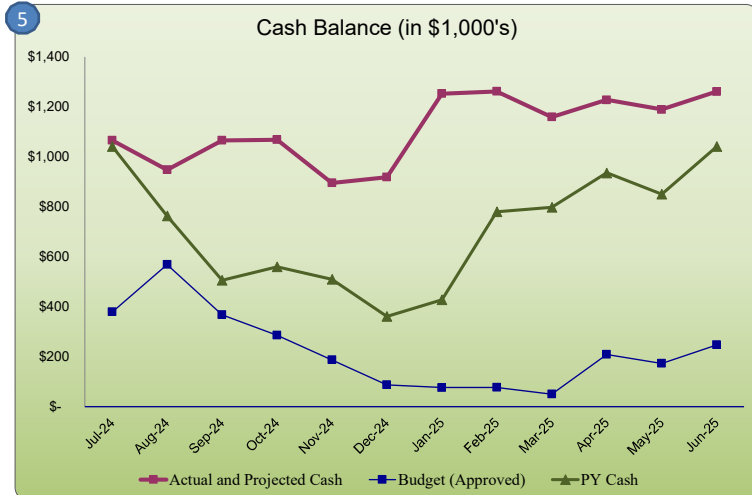
Enrollment is currently 3 students below budget, resulting in a \$191K decrease in LCFF Revenue.

Forecast includes \$299K of restricted one-time funds. An additional \$114K remains available to spend through FY27/28.

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

Attendance Analysis	Actual through Month 7	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	231	230	233	(3)	230	0	223	210
Attendance %	91.7%	91.6%	93.0%	-1.4%	91.5%	0.1%	91.9%	0.0%
Avg Daily Attendance (ADA)	204.82	205.40	216.69	(11.29)	205.08	0.32	200.05	180.50

Income Statement	Actual through 02/28/25	Forecast as of 02/28/25	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	2,024,378	3,558,075	3,749,147	(191,073)	3,547,787	10,288	3,411,450	2,844,385
Federal Revenue	205,686	446,843	457,892	(11,049)	447,751	(908)	634,092	793,417
State Revenue	862,296	686,652	547,139	139,513	694,508	(7,856)	660,183	303,265
Other Local Revenue	215,153	284,510	250,911	33,599	281,687	2,823	755,242	276,601
Grants/Fundraising	20,299	26,690	20,000	6,690	26,455	235	36,999	34,967
TOTAL REVENUE	3,327,813	5,002,770	5,025,090	(22,320)	4,998,188	4,581	5,497,966	4,252,636
Total per ADA		24,356	23,190	1,166	24,334	22	27,483	23,560
w/o Grants/Fundraising		24,226	23,098	1,128	24,205	21	27,298	23,367
Certificated Salaries	1,017,616	1,632,252	1,720,557	88,305	1,652,433	20,181	1,590,587	1,417,641
Classified Salaries	542,317	830,136	787,709	(42,427)	824,706	(5,429)	788,686	554,770
Benefits	597,444	872,084	867,184	(4,900)	861,988	(10,097)	792,439	637,399
Student Supplies	164,515	323,965	306,798	(17,167)	322,265	(1,700)	340,415	381,289
Operating Expenses	875,123	1,317,353	1,296,992	(20,361)	1,300,255	(17,098)	1,366,488	1,210,453
Other	19,137	28,597	28,662	65	28,614	17	59,209	44,291
TOTAL EXPENSES	3,216,152	5,004,387	5,007,903	3,515	4,990,262	(14,126)	4,937,825	4,245,843
Total per ADA		24,364	23,111	(1,253)	24,295	69	24,683	23,523
NET INCOME / (LOSS)	111,661	(1,618)	17,187	(18,805)	7,927	(9,544)	560,141	6,793
OPERATING INCOME	130,798	26,979	45,850	(18,870)	36,541	(9,562)	619,350	51,084



Year-End Cash Balance		
Projected	Budget	Variance
1,265,619	252,968	1,012,651

Balance Sheet	6/30/2024	1/31/2025	2/28/2025	6/30/2025 FC
Assets				
Cash, Operating	1,040,822	1,252,062	1,261,361	1,265,619
Cash, Restricted	0	0	0	0
Accounts Receivable	828,296	62,450	62,450	407,327
Due From Others	618	646	551	551
Other Assets	34,276	11,047	10,430	27,998
Net Fixed Assets	106,466	89,693	87,328	77,868
Total Assets	2,010,479	1,415,899	1,422,120	1,779,364
Liabilities				
A/P & Payroll	224,769	153,073	138,099	322,870
Due to Others	16,870	3,098	2,482	21,815
Deferred Revenue	598,962	0	0	271,452
Other Liabilities	5,033	5,033	5,033	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	845,633	161,205	145,614	616,136
Equity				
Beginning Fund Bal.	604,705	1,164,846	1,164,846	1,164,846
Net Income/(Loss)	560,141	89,848	111,661	(1,618)
Total Equity	1,164,846	1,254,694	1,276,507	1,163,228
Total Liabilities & Equity	2,010,479	1,415,899	1,422,120	1,779,364
Days Cash on Hand	78	92	93	93
Cash Reserve %	21.3%	25.2%	25.3%	25.4%



Bert Corona Charter High School Financial Analysis February 2025

Net Income

Bert Corona Charter High School is projected to achieve a net income of -\$2K in FY24-25 compared to \$17K in the board approved budget. Reasons for this negative \$19K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2025, the school's cash balance was \$1.26M. By June 30, 2025, the school's cash balance is projected to be \$1.27M, which represents a 25% reserve.

As of February 28, 2025, the Accounts Receivable balance was \$63K, down from \$63K in the previous month, due to the receipt of revenue earned in FY23-24.

As of February 28, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$138K, compared to \$153K in the prior month.

As of February 28, 2025, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$5.00M, which is \$22K or 0.4% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$191K due to lower enrollment in the first half of the year and low attendance in January 2024.

Other State Revenue - is projected to be above budget by \$127K to offset LCFF losses

Other Local Revenue - is projected to be over budget by \$48K due to writing off Coverify invoices.

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 \$5.00M, which is \$4K or 0.1% under budgeted expenditures of \$5.01M.

Certificated Salaries are projected to be lower than budget by \$88K

Contracted Substitute Teacher costs are projected to be higher than budget by \$25K

ADA

Budgeted P2 ADA is 216.69 based on enrollment of 233 and 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%.



Forecast P2 ADA is 205.40 based on enrollment of 230 and a 91.6% attendance rate.

Actual ADA through Month 7 is 204.82 with ending enrollment of 231 and a 91.7% attendance rate.

In Month 7, ADA was 211.63 with a 91.4% attendance rate.

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

**YPI Charter Schools
Check Register
From 01/01/25 to 01/31/25**

Check #	Vendor Name	Date	Description	Amount
A021874	7 LAYER IT SOLUTIONS, INC.	2/13/2025	02/25 - SERVICE MANAGED NETWORK DEVICE	1,295.00
E019651	ACCUTRAIN CORPORATION	2/13/2025	02/12/25-02/13/25 - 2025 INNOVATIVE SCHOOLS SUMMIT REGISTRATION - M. CONTRERAS	1,514.00
P066615	Amazon Capital Services	2/11/2025	SOFTBALL GLOVES, BASEBALL & SOFTBALL PRACTICE NET	943.90
P066816	Amazon Capital Services	2/13/2025	STRING LIGHTS, (1) LED VIDEO LIGHT	8.74
P066817	Amazon Capital Services	2/13/2025	FACE MASKS	5,615.67
P067225	Amazon Capital Services	2/21/2025	(1) CATCHER'S KIT	414.24
312784	AT&T	2/13/2025	01/25 - FAX SERVICE	209.83
312770	AT&T MOBILITY	2/10/2025	12/18/24-01/17/25 - CELLPHONES	1,436.04
312790	Basic Pacific	2/21/2025	02/25 - FSA MONTHLY FEE	533.52
P066618	BDJtech	2/11/2025	(6) COMPUTING MODULES	1,149.75
E019581	BUR-CAL TERMITE & PEST CONTROL INC.	2/11/2025	01/22/25 - PEST CONTROL	385.00
P066815	CAREPORTAL	2/13/2025	01/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
A021873	CROSS COUNTRY EDUCATION	2/13/2025	01/08/24-01/31/25 - SPED SERVICES - APE, BID, DIS COUNSELOR, DHH, RESOURCE 1	14,845.88
A022052	CROSS COUNTRY EDUCATION	2/21/2025	01/06/25-01/31/25 - SPED SERVICES - APE, BID, DIS COUNSELOR, DHH, OT, SLP, SLP	21,773.12
P067223	DYNAMIC EDUCATION SERVICES, INC.	2/21/2025	08/24 - SUPPLEMENTAL ACADEMIC SUPPORT SERVICES	1,600.00
312771	EDLIO, LLC	2/10/2025	05/01/25-04/30/26 - WEBSITE CONTENT MANAGEMENT SYSTEM	6,399.00
312772	EMPLOYMENT DEVELOPMENT DEPARTMENT	2/10/2025	10/01/24-12/31/24 - SEF LOCAL EXPERIENCE CHARGE	2,658.75
312791	EXED	2/21/2025	01/25 - MANAGEMENT CONTRACT FEE	25,270.83
312773	FRESH START HEALTHY MEALS, INC.	2/10/2025	12/24 - STUDENT MEALS	36,164.60
312785	FRESH START HEALTHY MEALS, INC.	2/13/2025	01/25 - STUDENT'S MEALS	12,166.96
P067224	FRESH START HEALTHY MEALS, INC.	2/21/2025	DELUXE MEAL- GRILLED ON SITE	862.20
312774	FRONTIER	2/10/2025	01/13/25-02/12/25 - FAX SERVICE	361.07
312775	HERNANDEZ JANITORIAL SERVICES	2/10/2025	01/16/25-01/31/25 - MAINTENANCE SERVICE	1,815.00
312792	HOME DEPOT CREDIT SERVICES	2/21/2025	KLEENEX, MAINTENANCE MATERIALS	409.86
E019650	HOWARD TECHNOLOGY SOLUTIONS	2/13/2025	DIGITAL SIGNAGE ENTERPRISE DISPLAYS SUBSCRIPTION LICENSE	821.25
P066617	IMPACT CANINE SOLUTIONS	2/11/2025	01/15/25 - CANINE SERVICE	440.00
E019582	INNOVATION WIRELESS LLC	2/11/2025	(1) KRONOS TRANSMITTER	2,590.00
312793	JAHAIIRA OSORIO	2/21/2025	01/16/25-01/24/25 - MILEAGE	128.77
P067226	JEANNETTE M CRUZ REIBER	2/21/2025	01/25 - MONTHLY CREDENTIALING SERVICES	800.00
312794	JENNIFER I. OBANDO-SALGUERO	2/21/2025	01/13/25-01/31/25 - MILEAGE	166.53
E019808	KELLY SPICERS STORES	2/21/2025	COPY PAPER, FUEL SURCHARGE	800.39
312795	KIMBERLY LEE	2/21/2025	01/13/25-01/30/25 MILEAGE	17.29
312776	LA DEPT. OF WATER AND POWER	2/10/2025	12/14/24-01/17/25 - ELECTRIC, WATER & SEWER CHARGES	8,658.16
P067228	Latino Film Institute Youth Cinema Project	2/21/2025	02/25 - INSTRUCTIONAL SERVICE CINEMA FILM MAKING	6,005.62
A022053	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	2/21/2025	01/25 - LEGAL SERVICES	273.38
P066619	LOS ANGELES COUNTY METROPOLITAN TRANSPORTATION	2/11/2025	GOPASS FARELESS PROGRAM FEE FOR YEAR 2	2,523.00
P066614	LUIS GIRON	2/11/2025	09/28/24 - AERATING OF PLAYFIELD SERVICES	975.33
312777	LUMINARIAS INSTITUTE, INC	2/10/2025	12/24 - NON SPECIAL EDUCATION THERAPIST SERVICE	12,000.00
312796	LUMINARIAS INSTITUTE, INC	2/21/2025	01/25 - NON SPECIAL EDUCATION THERAPIST SERVICE	12,000.00
312786	MAJOR METROPOLITAN SECURITY	2/13/2025	03/25 - MONITORING SERVICE	405.00
312768	MARIA CONTRERAS	2/10/2025	02/13/25-02/15/25 - MEAL PER DIEM - 2025 INNOVATIVE SCHOOLS CONFERENCE	258.75
312778	MARIA FATIMA ORTIZ	2/10/2025	11/25/24 - TRANSPORTATION - HUNTINGTON GARDEN FIELD TRIP	1,977.50
312797	MARIA FATIMA ORTIZ	2/21/2025	11/09/24 - TRANSPORTATION - CSU SAN MARCOS	1,850.00
312798	Maria Martinez	2/21/2025	01/16/25-01/31/25 - MILEAGE	110.74
E019579	MCCALLA COMPANY	2/11/2025	CUSTODIAL SUPPLIES, FUEL SURCHARGE	468.69
312769	OSCAR RODRIGUEZ	2/10/2025	02/13/25-02/15/25 - MEAL PER DIEM - 2025 INNOVATIVE SCHOOLS CONFERENCE	258.75
P067229	PETER HUANG AND LORETTA HUANG	2/21/2025	01/13/25-02/12/25 - ELECTRIC CHARGES	272.24
312806	PETER HUANG AND LORETTA HUANG	2/24/2025	03/25 - RENT	3,937.02
A022050	PRN NURSING CONSULTANTS, LLC	2/21/2025	12/17/24 - SPED SERVICES	1,920.00
312787	PUROSERVE	2/13/2025	02/25 - RENTALS	337.62
312799	PUROSERVE	2/21/2025	02/25 - RENTALS	146.39
312779	Quadient Finance USA, Inc.	2/10/2025	01/25 - EQUIPMENT RENTAL	129.72
312800	Quadient Finance USA, Inc.	2/21/2025	LATE FEE	40.38
312801	QUESTIVITY INC.	2/21/2025	MERAKI ENTERPRISE LICENSE	5,439.95
312780	REPUBLIC SERVICES #902	2/10/2025	02/25 - WASTE DISPOSAL SERVICE	1,768.94
312781	RICOH USA Inc.	2/10/2025	12/20/24-01/19/25 - COPIER LEASE	3,257.73
312802	RICOH USA Inc.	2/21/2025	02/20/25-03/19/25 - COPIER LEASE	2,588.24
312803	RYAN BRADFORD	2/21/2025	01/12/25-01/27/25 MILEAGE	37.80
312807	San Fernando Valley Japanese American Community Center	2/24/2025	03/25 - RENT	12,978.00
A021779	SCOOT EDUCATION INC.	2/11/2025	01/27/25-01/31/25 - SUBSTITUTES	14,990.00
A021872	SCOOT EDUCATION INC.	2/13/2025	11/14/24-11/15/24 - SUBSTITUTES	299.00
A022051	SCOOT EDUCATION INC.	2/21/2025	02/03/25-02/07/25 - SUBSTITUTES	11,725.00
312782	SFVJLI	2/10/2025	07/24 - CLEANING OF ROOMS, CLASSROOM RENT	1,775.00
312808	SFVJLI	2/24/2025	03/25 - RENT	1,850.00
P067227	SHERMAN OAKS CENTER FOR ENRICHED STUDIES	2/21/2025	09/26/24-11/07/24 - CROSS COUNTRY LEAGUE MEET EXPENSES	540.00
312804	SOUTHERN CALIFORNIA GAS COMPANY	2/21/2025	01/14/25-02/12/25 - GAS CHARGES	1,015.45
312788	Sparkletts	2/13/2025	02/25 - WATER BOTTLED SERVICE	110.93
E019580	STAPLES	2/11/2025	NOTEBOOKS, GLUE STICKS, BINDERS, POCKET FOLDERS, ETC	556.95
STD02/25	Teresa Sale Benefits Consultant	2/28/2025	03/25 - HEALTH PREMIUMS	119,232.91
312783	Think Together	2/10/2025	INSTALLMENT #7 OF 10 - COMPREHENSIVE MANAGEMENT OF ASSES	38,661.74
312789	TIME WARNER CABLE	2/13/2025	02/25 - INTERNET ACCOUNT# 49301	221.76
312767	TOP MAIDS IN LA LLC	2/5/2025	11/26/24 - JANITORIAL SERVICES	2,850.00
P066616	TOP MAIDS IN LA LLC	2/11/2025	01/09/24-01/31/25 - JANITORIAL SERVICES	3,420.00
312805	VASHON NUTT	2/21/2025	01/06/25-01/28/25 - MILEAGE	182.49

421,668.21

Coversheet

FY2025-26 Audit Firm Selection

Section:	V. Items Scheduled For Action
Item:	B. FY2025-26 Audit Firm Selection
Purpose:	Vote
Submitted by:	
Related Material:	Statement of Work - Audit Services - YPICS 24-25.pdf YPI Tax SOW 2025.pdf



CliftonLarsonAllen LLP
<https://www.claconnect.com>

February 26, 2025

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated February 22, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and YPI Charter Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2025.

Wade McMullen is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the second consecutive year Wade McMullen will be the engagement principal.

Scope of audit services

We will audit the financial statements of YPI Charter Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2025.

The statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of data collection form
- Preparation of your financial statements and the related notes.
- Preparation of informational tax returns
- Preparation of adjusting journal entries, as needed.

Audit objectives

The objectives of our audit of the financial statements 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 about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). 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 auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and 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.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; 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); and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the 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, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering

the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the 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. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting; however, that the audit does not provide a legal determination of the entity's compliance.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the 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 State Audit Guide.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

It is our understanding that our auditors' report will be included in your annual report which is comprised of Local Education Agency Organization Structure and that your annual report will be issued in conjunction with the financial statement audit. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. 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.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* and the State Audit Guide.

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance 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.
- 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 entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- 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, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management Override of Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material

misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the State Audit Guide.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The California Department of Education and State Controller's Office requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state statutes and regulations. Our procedures will consist of tests of transactions and other applicable procedures described in the State Audit Guide for the types of compliance requirements applicable to the entity. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to the State Audit Guide.

The Uniform Guidance and State Audit Guide requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state and federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance and State Audit Guide.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not

changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. 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 entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with state statutes, regulations, and the terms and conditions of state awards applicable to the entity's state programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for state compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design,

implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, grant agreements, and State Audit Guide that we may report.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance and State Audit Guide, it is management's responsibility to evaluate and monitor noncompliance with federal and state statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report

thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for the preparation of other information included in your annual report. You agree to provide the final version of such information to us in a timely manner, and if possible, prior to the date of our auditors' report. If the other information included in your annual report will not be available until after the date of our auditors' report on the financial statements, you agree to provide written representations indicating that (1) the information is consistent with the financial statements, (2) the other information does not contain material misstatements, and (3) the final version of the documents will be provided to us when available, and prior to issuance of the annual report by the entity, so that we can complete the procedures required by professional standards. Management agrees to correct material inconsistencies that we may identify. You agree to include our auditors' report in any document containing financial statements that indicates that such financial statements have been audited by us.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors'

report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial

statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fee is \$34,950.00. We will also bill for expenses (including travel, report production, word

processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

Audit of financial statements	\$33,750.00
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Data Collection Form	\$1,200.00
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There is a ten percent withholding clause per Education Code 14505.

Bill to be mailed on	Amount to be billed
April 2025	\$11,650
September 2025	\$11,650
November 2025	\$11,650

Additional state compliance procedures related to changes to the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of YPI Charter Schools.

CLA

CliftonLarsonAllen LLP

Wade McMullen

Wade McMullen, Principal

SIGNED 3/1/2025, 2:14:57 PM PST

Client

YPI Charter Schools

SIGN:

Yvette King-Berg, Executive Director

DATE:



CliftonLarsonAllen LLP
<https://www.claconnect.com>

Date: February 4, 2025

Statement of Work - Tax Exempt Returns and Filings

This agreement constitutes a statement of work (“SOW”) under the master service agreement (“MSA”) dated February 22, 2023, or any superseding MSA, made by and between CliftonLarsonAllen LLP (“CLA,” “we,” “us,” and “our”) and YPI Charter Schools (“you,” “your,” or “the organization”). The purpose of this SOW is to confirm our understanding of the scope of services, responsibilities, limitations, and related terms of our engagement for the year ended June 30, 2025.

Our responsibility to you

We will prepare the entity's federal and state returns and filings as defined herein in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible.

We will not audit or otherwise verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

Your responsibilities

It is your responsibility to provide us with all of the information needed to prepare complete and accurate returns and filings. We will have no obligation to prepare the returns and filings until you have provided such information to us. It is your responsibility to comply with all foreign jurisdiction filing requirements. We have no obligation to prepare returns for foreign jurisdictions.

CLA requires that you provide information 60 days prior to the filing deadline. If you provide information after that date, we may be unable to complete the return(s) by the original filing deadline and may need to file an extension. If an extension is filed and information is not provided by 60 days prior to the extended filing deadline, we may be unable to complete your return(s) by the extended due date. Failure to timely file your return(s) or to file for an extension can result in penalties which can be substantial.

The United States Supreme Court ruled in *South Dakota versus Wayfair* that physical presence is no longer required to establish nexus for sales tax. This ruling may have broad implications, even beyond sales tax, as to where an entity is subject to tax. Please note that if the entity had a taxable presence in more than one jurisdiction, such as an employee or agent within the jurisdiction, any tangible property owned or rented within the jurisdiction, or if the entity exceeds any applicable economic nexus thresholds, the entity, its owners, or related entities may be subject to state or local income, sales, use, franchise, or gross receipts tax in that jurisdiction depending upon the particular facts. It is the entity's responsibility, not CLA's, to

determine if assistance is needed in deciding whether the entity, its owners, or related entities may be liable for income, sales, use, franchise, or gross receipts tax, or have a filing requirement in the various state or local jurisdictions.

It is important for you to identify any ownership OR signature authority over a foreign bank account or other foreign financial assets which includes but is not limited to foreign: stocks, mutual funds, partnerships, bonds, retirement accounts, estates, trusts, annuities, swaps, and derivatives. Failure to disclose penalties can be significant, starting at \$10,000 and can be upwards of 50 percent of the value of the asset. Please provide account statements if you have any foreign account ownership or signature authority. Note that these rules do not apply to foreign investments held by U.S. mutual funds. In addition, ownership in a foreign business entity (association, corporation, disregarded entity, or partnership) could trigger additional U.S. foreign informational reporting requirements. These reporting requirements require the disclosure of ownership, financial information, and related-party transactions. Failure to properly disclose ownership, related-party transactions, and the required information could trigger a penalty of up to \$25,000 penalty per filing. We cannot be held responsible if you fail to identify or provide such information to us.

For all nonattest services we may provide to you, including these tax services, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services. You are responsible to carefully review the returns and filings that we prepare on your behalf before they are signed and submitted to tax authorities. We will advise you with regard to tax positions taken in the preparation of the returns and filings, but the responsibility for the returns and filings remains with you.

Section 174 capitalization requirement

For tax years beginning after December 31, 2021, research and experimental (“R&E”) expenditures under IRC Section 174 are required to be capitalized and amortized. In the case of domestic R&E expenditures, the amortization period is 5 years, and in the case of foreign R&E expenditures the amortization period is 15 years. In order to comply with the law, your R&E expenditures under Section 174 must be identified and properly categorized. Should an accounting method change requiring a Form 3115 or equivalent statement be required, a separate Statement of Work for these services will be required.

Beneficial ownership information reporting

Beginning in 2024 under the Corporate Transparency Act (CTA), certain entities organized in the U.S. (including entities that are disregarded for federal income tax purposes) and foreign entities doing business in the U.S. are required to report information to the Financial Crimes Enforcement Network (FinCEN) as to their beneficial ownership. The report must provide each beneficial owner, each company applicant and other required information. Entities subject to the beneficial ownership information (BOI) reporting include a corporation, limited liability company, or any other entity created by the filing of a document with the secretary of state or similar office under state, Tribal or foreign country law. Note that some entities are exempt from the BOI reporting requirements (including many nonprofits and certain large operating

companies).

It is your responsibility to prepare and submit any BOI report to FinCEN that is required under the CTA. We have no obligation to identify any filing requirements or provide any services related to BOI reporting.

Tax examinations

All returns and filings are subject to potential examination by the IRS and state taxing authorities. In the event of an examination, we will be available, at your request, to assist or represent you. Services in connection with tax examinations are not included in our fee for preparation of your returns and filings. Our fee for such services will be billed to you, along with any direct costs.

Record retention

You are responsible for retaining all documents, records, canceled checks, receipts, or other evidence in support of information and amounts reported on your returns and filings. These items may be necessary in the event a taxing authority examines or challenges your returns or filings. These records should be kept for at least seven years. Your copy of the returns and filings should be retained indefinitely.

If carryover item(s) exist (e.g., capital loss, net operating loss, tax credits, etc.), you should retain the supporting records related to the carryover item(s) until the item has either been utilized (and the statute of limitations associated with the year of utilization has expired) or the carryforward period has expired.

In preparing the returns and filings, we rely on your representation that you understand and have complied with these documentation requirements. You are responsible for the proper recording of transactions in the books of accounts, for the safeguarding of assets, and for the substantial accuracy of your financial records.

All of the records that you provide to us to prepare your returns and filings will be returned to you after our use. Our working papers, including any copies of your records that we chose to make, are our property and will be retained by us in accordance with our established records retention policy. This policy states, in general, that we will retain our working papers for a period of seven years. After this period expires, our working papers and files will be destroyed. Furthermore, physical deterioration or catastrophic events may shorten the time our records are available. The working papers and files of our firm are not a substitute for your records.

Tax consulting services

This statement of work also covers tax consulting services that may arise for which you seek our consultation and advice, both written and oral, that are not the subject of a separate statement of work. These additional services are not included in our fees for the preparation of the federal and state returns and filings. Our fee for such services will be billed to you, along with any direct costs.

We will base our tax analysis and conclusions on the facts you provide to us, and will not independently verify those facts. We will review the applicable tax law, tax regulations, and other tax authorities, all of which are subject to change. At your request, we will provide a memorandum of our conclusions. Written advice provided by us is for your information and use only and is not to be provided to any third party without our express written consent.

Unless we are separately engaged to do so, we will not continuously monitor and update our advice for subsequent changes or modifications to the tax law and regulations, or to the related judicial and administrative interpretations.

Tax Compliance Services or Form Description	Fee Detail
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IRS Form 990 – Return of Organization Exempt from Income Tax	\$3,750
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Our customary billing practice is to invoice up to 50% of the estimated professional services fees upon receipt of your tax return information, or upon the preparation of an application for an extension of time to file your tax return(s) if earlier. We will continue to periodically bill for our time as work progresses.

Our professional fee reflects that, if needed, CLA will provide you with first and second drafts of each return or filing. Additional drafts requested by you may result in additional professional fees.

Additional charges may apply if you request a paper copy of your return(s), your circumstances are complex, changes to the tax law occur, or unexpected circumstances require additional time. We may apply a 20% surcharge (based on prior year invoice) if you do not provide accurate and complete tax information at least 60 days prior to the extended federal filing deadline, and an additional 5% surcharge for each and every two-week period thereafter until accurate and complete tax information is provided.

We will bill for all expenses (including internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees. Our invoices, including applicable state and local taxes, are payable on presentation.

Termination of agreement

Either party (you or CLA) may terminate this SOW at any time by giving written notice to the other party. In that event, the provisions of this SOW and the MSA shall continue to apply to all services rendered prior to termination.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

CliftonLarsonAllen LLP

McMullen, Wade

Principal

wade.mcmullen@claconnect.com

Accepted on behalf of:

CLA
CliftonLarsonAllen LLP

Wade McMullen

McMullen, Wade, Prinicipal

SIGNED 3/21/2025, 2:45:23 PM PDT

Client
YPI Charter Schools

SIGN:

Yvette King Berg

DATE:

Coversheet

FY25-26 Health Benefits

Section:	V. Items Scheduled For Action
Item:	C. FY25-26 Health Benefits
Purpose:	Vote
Submitted by:	
Related Material:	Recommendation to Approve 25-26 Health Benefits.pdf



YPI CHARTER SCHOOLS

DATE: March 24, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yesenia Marchell
Coordinator of HR & AP

SUBJECT: **Recommendation to approve Kaiser, Delta Dental, Delta VSP, Unum, and ThrivePass plans for benefited employees**

BACKGROUND

Benefited employees receive medical, hospital, dental, vision, and life insurance from YPI Charter Schools (YPICS).

For the 24-25 fiscal year, Kaiser's increase for YPICS came in at 8.9% with the region rating between 9-18%. It was noted that YPICS had continued excellent prevention utilization and awareness, resulting in high-performance rates as an overall client during this past coverage period. This year we are pleased to have received an increase of only 4% with a regional average of 7-9%.

For dental and vision coverage, the 24-25 fiscal year was the first with the carrier Delta. For the 25-26 fiscal year, we received a rate pass. There is also a rate pass for Unum group life and hospital plans.

Our FSA health, dependent care and COBRA administrator/ carrier, Basic Pacific, was acquired last year and swiftly took away dedicated account services and offered them for an additional rate. Basic Pacific continues to provide less and less service offerings. We are requesting a change to the carrier ThrivePass. ThrivePass has competitive rates and member service at no additional cost. YPICS will continue to contribute \$250 annually to employees who enroll in medical.

ANALYSIS

Rates for dental, vision, hospital and group life each have rate passes for the 2025-2026 school year.

Medical has a 4% increase, which with the current enrollment at 104 employees, comes out to an annual increase of around \$56,000.

ThrivePass, the proposed FSA carrier has come in with a three year proposal that includes zero set up fees, two months of credit, no annual cost, and a \$3.93/per month per enrollee. This roughly amounts to a savings of \$1,200 for the year.

Summary of 25-26 Costs	
Medical	\$1,421,124
Dental & Vision	\$84,248
Group Life	\$5,546
Hospital	\$21,438
FSA	\$4,905
Estimated Total	\$1,537,260

RECOMMENDATION

The Coordinator of HR & AP is recommending that the Board Of Trustees approve Kaiser, Delta Dental, DeltaVision, Unum group life & hospital, and ThrivePass FSA plans for the 2025-26 fiscal year.

Benefit Summary 2025-26

Medical - Kaiser					
Rates by Tier	Ct.	2024-25 Current (10.8% - Final 9.8%)		2025-26 Renewal (Reduced to 4.11%)	
		Kaiser HMO High \$20 (9972)		Kaiser HMO High \$20 (9972)	
<i>Employee Only</i>	55	\$626.97	\$34,483.35	\$652.85	\$35,906.75
<i>Employee + Spouse</i>	7	\$1,379.32	\$9,655.24	\$1,436.27	\$10,053.89
<i>Employee+Child</i>	15	\$1,253.93	\$18,808.95	\$1,305.70	\$19,585.50
<i>Employee + Child(ren)</i>					
<i>Family</i>	27	\$1,880.90	\$50,784.30	\$1,958.55	\$52,880.85
Total Monthly Premium		\$113,731.84		\$118,426.99	
Monthly Premium Increase				\$4,695.15	
Total Annual Premium				\$1,421,123.88	
Yearly Increase				4.11%	\$56,341.80

Kaiser Schedule of Benefits		
Benefits Summary	2024 - 2025 HMO \$20	2025 - 2026 HMO \$20
	No Changes	No Changes
Annual Deductible	None	None
Annual Out of Pocket Max	\$1500 Individual \$3000 Family	\$1500 Individual \$3000 Family
Outpatient Services		
Office Visits	\$20	\$20
Urgent Care Visit	\$20	\$20
Eligible Preventive Care	No Charge	No Charge
Lab and X-ray	\$10	\$10
Complex Radiology	\$50	\$50
Physical Therapy Visit	\$20	\$20
Outpatient Services	\$100	\$100
Prenatal Services	No Charge	No Charge
Emergency Room Visit	\$200	\$200
Ambulance Services	\$100	\$100
Inpatient Services		
Hospital Inpatient	\$500	\$500
Physician Fees	No Charge	No Charge
Labor & Delivery	\$500	\$500
Prescription/Pharmacy		
RX Generic	\$15	\$15
RX Brand	\$35	\$35
RX Non-Formulary	\$35	\$35
RX Specialty	30%, up to \$200	30%, up to \$200

Benefit Summary 2025-26

Dental and Vision - Delta Dental									
Rates by Tier	Ct.	Ct.	Ct.	2024-25 Current: Delta Dental VSP Vision Delta Dental PPO DHMO VSP Vision HIGH \$200 Frame Allowance			2025-26 Renewal: Delta Dental VSP Vision Delta Dental PPO DHMO VSP Vision HIGH \$200 Frame Allowance		
				Delta PPO	DeltaCare DHMO	VSP Direct Vision	Delta PPO	DeltaCare DHMO	VSP Direct Vision
<i>Employee Only</i>	31	18	51	\$39.42	\$9.70	\$9.99	\$39.42	\$9.70	\$9.99
<i>Employee+Sp</i>	7	7	12	\$83.60	\$18.16	\$19.96	\$83.60	\$18.16	\$19.96
<i>Employee+Child(ren)</i>	7		10	\$90.02	\$18.30	\$25.97	\$90.02	\$18.30	\$25.97
<i>Family</i>	13	11	23	\$147.92	\$26.37	\$40.51	\$147.92	\$26.37	\$40.51
Total Monthly Premium				\$4,360.32	\$719.89	\$1,940.44	\$4,360.32	\$719.89	\$1,940.44
Monthly Premium Increase							\$0.00	\$0.00	\$0.00
Total Annual Premium									\$84,247.80
Yearly Increase							0% - rate pass		

Dental Schedule of Benefits (No Changes)		
Benefits Summary	DeltaCare (HMO)	Delta Dental (PPO 1500)
Annual Deductible	None	\$50/\$150 max
Annual Max Benefit	None	\$1,500
Diagnostic/ Preventative	See schedule	100%
Basic		
Major	\$20	\$20
Endo/ Perio	\$20	\$20
Oral Surgery	No Charge	No Charge
Child Ortho Lifetime Benefit	Child only 50% up to	Adult & Child only 50% up to

Vision Schedule of Benefits		
Benefit Summary	In Network	Out of Network
Allowances		
Copays	\$10	\$45
Exams	12 months	
Lenses	12 months	
Frame	12 months	
Frame	\$200	\$70
Contacts (In Lieu)	\$200	

Benefit Summary 2025-26

UNUM Group Life					
Rates by Tier	Ct.	2024-25 Current		2025-26 Renewal (rate pass)	
		\$50k Term Life \$50k AD&D		\$50k Term Life \$50k AD&D	
Employee Only	117	\$3.95	\$462.15	\$3.95	\$462.15
Total Monthly Premium			\$462.15	\$462.15	
Total Annual Premium			\$5,545.80		
Yearly Increase				0% - rate pass	

UNUM Hospital Plan					
Rates by Tier	Ct.	2024-25 Current		2025-26 Renewal (rate pass)	
		Hospital \$1000 Plan		Hospital \$1000 Plan	
Employee Only	55	\$11.48	\$631.40	\$11.48	\$631.40
Employee + Spouse	7	\$17.21	\$120.47	\$17.21	\$120.47
Employee+Child	15	\$314.25		\$314.25	
Employee + Child(ren)		\$20.95		\$20.95	
		\$0.00		\$0.00	
Family	27	\$26.68	\$720.36	\$26.68	\$720.36
Total Monthly Premium			\$1,786.48	\$1,786.48	
Monthly Premium Increase				\$0.00	\$0.00
Total Annual Premium				\$21,437.76	
Yearly Increase				0% - rate pass	

UNUM Hospital Schedule of Benefits		
Benefits Summary	2024 - 2025	2024 - 2025
	No Changes	No Changes
Full Time Employees - Hospital		
Admission (1 day per year)	\$1,000	\$1,000
Daily Stay (per day up to 354 days)	\$100	\$100
Full Time Employees - Other		
Well Child Visits (up to 4 times in first year of life)	\$50	\$50
Be Well Benefit (once per calendar year)	\$50	\$50
Screenings: Cholesterol, diabetes, cancer, imaging, annual exams, immunizations (contact UNUM for full list)		

Benefit Summary 2025-26

FSA - Proposed Change					
Rates by Tier		Ct.		2024-25 Current Basic Pacific	2025-26 ThrivePass
Administration cost	104	\$4.68	\$486.72	\$3.93	\$408.72
Annual service cost			\$300.00		\$0.00
Total Annual Premium			\$6,140.64	\$4,904.64	
Yearly Increase			-20.13%	-\$1,236.00	

Basic Pacific FSA 2024-25			
Rates by Tier		Ct.	
		2024-25 Current Basic Pacific	
YPICS Annual Contribution	104	\$250.00	\$26,000
Employee Contributions			\$55,826
Total Paid Out (through 3/20/25)			\$35,829
YPICS Cost (through 3/20/2025)		\$0.00	