

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday April 28, 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 March 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 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:

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

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

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

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

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

III.	Items Scheduled for Information		6:02 PM
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A.	Board Committee Updates	FYI	4 m
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1. Board Academic Committee update presented by Committee Chair Cesar Lopez
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
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C.	Bert Corona Charter School Executive Administrator's Report	FYI	2 m
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	Purpose	Presenter	Time
D. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
E. Bert Corona Charter High School Executive Administrator/ COO's Report	FYI	Ruben Duenas	2 m
F. Senior Director of School Community Partnerships Report	FYI	Karina Favela-Barreras	2 m
G. Williams Quarter 3		Ena LaVan	2 m
As required by the CDE, the schools have completed the Williams Quarter 3 Report on instructional materials, facilities and teacher assignments.			

IV. Consent Agenda Items 6:18 PM

A. Background	Vote		5 m
<p>All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below.</p> <p>Unless specifically requested by a Board member for further discussion or removal from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.</p>			
B. Consent Items	Vote	Mary Keipp	1 m
There are no items for the consent calendar today.			

V. Items Scheduled For Action 6:24 PM

A. FY24-25 March YPICS Financials	Vote	Irina Castillo	10 m
This is a recommendation from the administration to approve the March 2025 financials and check registers as submitted.			
B. Recommendation to Update the YPICS 24-25 Instructional Calendars and File J13 A		Ruben Duenas	5 m
The Administration is recommending adding additional minutes to the Instructional Calendars for Bert Corona Middle, Monsenor Oscar Romero Charter, and Bert Corona			

	Purpose	Presenter	Time
<p>Charter High School to ensure that students receive the minimum instructional minutes required for school students. This update is in response to the loss of instructional minutes during the winter LA Fires. The administration is recommending filing J13A for loss of ADA due to the fires.</p>			

C. Recommendation to Update YPICS Fiscal Policy for ASB Accounts and Activities

The Executive Director and COO recommend adding the following language to the YPIC Fiscal Policy

“Local Funds and Fundraising

- As a public school, YPICS can legally apply for and accept grants.
- The Associated Student Body (ASB) will adhere to YPICS’ fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
- YPICS will follow sound fiscal management policies adopted by the Board as they pertain to fundraising income. All cash received is recorded.
- For each fundraising event or other event in which cash or checks will be collected, the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event.”

VI. Closed Session 6:39 PM

A.	The Brown Act Closed Session – Student Discipline	Yvette King-Berg	15 m
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To consider the expulsion, suspension, discipline, or any other action concerning a pupil that would divulge pupil information. The Board will consider a potential stipulated expulsion for a BCCS Student.

VII. Announcements 6:54 PM

A.	Next Board Meeting	FYI	Yvette King-Berg	2 m
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The next YPICS Regular Board Meeting is scheduled for Monday, May 19, 2025.

B.	YPICS LAUSD Spring Oversight Visits	Yvette King-Berg	2 m
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	Purpose	Presenter	Time
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	

All Oversight visits are completed. We will provide you with the reports as soon as they are ready from the CSD. Thank you to the Board Members who were able to attend the visits with us. We appreciate your support and engagement.

VIII. Closing Items

6:58 PM

A.	Adjourn Meeting	Vote	Mary Keipp
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Coversheet

Approval of March 24, 2025 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of March 24, 2025 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: 2025_03_24_board_meeting_minutes.pdf

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday March 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.

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

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Bert Corona Charter High School

12513 Gain Street Pacoima, CA 91331

Monseñor Oscar Romero Charter School

2670 W. 11th Street Los Angeles, CA 90006

Trustees Present

C. Lopez, M. Green, M. Keipp, W. Njboke

Trustees Absent

D. Cho, S. Mendoza

Guests Present

D. Rios (remote), E. LaVan, I. Castillo, J. Osorio, K. Favela-Barreras (remote), K. Gamez (remote), K. Myers, R. Bradford, R. Duenas, Sandra Mendoza (remote), V. Nutt, Y. King-Berg, Y. Zubia

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 Mar 24, 2025 at 6:09 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of February 24, 2025 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 02-24-25.

W. Njboke seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

- 1) Academics - Board Committee Chair Lopez; No report, as the next meeting is scheduled for May 2025.
- 2) Finance - Board Committee Chair Green; Actions reflected in the recommendations for today's fiscal agenda items.
- 3) Technology- Board Committee Chair Cho; Update at next meeting

B. YPICS Director of Special Education's Report

COMPLIANCE MONITORING

● LAUSD

- Monseñor Oscar Romero will participate in the District Validation Review (DVR) this school year (2024-2025).
- *Bert Corona School will participate in DVR during the 2025-2026 school year.
- Bert Corona High School will participate in the District DVR during the 2028-2029 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)

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

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

The Bert Corona Charter School LCAP Mid-Year Report, which provides an annual update to the local control and accountability plan and an overview of the local control funding formula budget for parents, is typically presented on or before February 28 of each year at a regularly scheduled meeting of the school district's governing board. Given the Fires and Governor Newsom's executive order extension, it was presented today. (B)

The report included both of the following: (i) all available mid-year outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available mid-year expenditure and implementation data on all actions identified in the current year's local control and accountability plan. The public was again provided an opportunity to provide feedback. The YPICS Board also provided input during the discussion.

Highlights:

Midyear LCAP Progress Report

- All teachers returning, facilities in good standing, strong relationships with families
- Survey data for non-instructional dept area for growth
- Math area for growth
- ELs improving ELPI and Reclass rate from last year
- CHIME Model for Math and co-teaching
- Alternatives to Suspension and improved culture have decreased referrals
- Still working on...
- Full implementation of MTSS
- Engaging parents for involvement in MTSS and in decision making, parent voice
- TORCH Foundation

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

The Monseñor Oscar Romero Charter School LCAP Mid-Year Report, which provides an annual update to the local control and accountability plan and an overview of the local control funding formula budget for parents, is typically presented on or before February 28 of each year at a regularly scheduled meeting of the school district's governing board. Given the Fires and Governor Newsom's executive order extension, it was presented today. (B) The report included both of the following: (i) all available mid-year outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available mid-year expenditure and implementation data on all actions identified in the current year's local control and accountability plan. The public was again provided an opportunity to provide feedback. The YPICS Board also provided input during the discussion.

Highlights:

- Goal 1 Parent concern– availability outside of class needs more tutoring
- Goal 2 ELA Sped had the largest growth in ELA
- Goal 3 Math: Need more after-school tutoring
- Goal 4: No suspensions
- Goal: 5 Chronic absenteeism decreasing

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

The Bert Corona Charter High School LCAP Mid-Year Report, which provides an annual update to the local control and accountability plan and an overview of the local control funding formula budget for parents, is typically presented on or before February 28 of each year at a regularly scheduled meeting of the school district's governing board. Given the January fires in Los Angeles County and Governor Newsom's executive order extension, it was presented today. (B) The report included both of the following: (i) all available mid-year outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available mid-year expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

The public was again provided an opportunity to provide feedback. The YPICS Board also provided input during the discussion.

Highlights:

All teachers hired but may need to increase Sped teachers because of increase in enrollment

Facility is Prop 39

Working on MTSS under the Community Schools Grant
Goal 2

The youth mentors program is robust.

Goal 3 Math area for growth, co-planning

Growth areas: CTE development, dual enrollment

F. YPICS Chief Accountability Officer's Report

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 complete their LCAP implementation status in the Document Tracking

Service (DTS). The Executive Administrators will present the Midyear Progress at tonight's meeting, as required by the Education 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 classified as a "low-performing" school. It is essential to note that these categories are determined based on a single year of performance on the Dashboard and depend on an individual school's performance in comparison to the state for both school-wide and student group performance.

Looking Ahead

Renewal tracks

2026 Bert Corona MS next year

2027 Bert Corona HS

IV. Consent Agenda Items

A. Background

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

C. Lopez made a motion to approve the Consent Agenda; Receive and acknowledge the \$500,000 Line of Credit renewal with Banc of CA and continue services with Think Together as the after-school provider for the ASES Program, for 95% of the GAN amounts received.

M. Green seconded the motion.

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

Roll Call

M. Green Aye

W. Njboke Aye

S. Mendoza Absent

D. Cho Absent

M. Keipp Aye

C. Lopez Aye

V. Items Scheduled For Action

A. FY24-25 February YPICS Financials

M. Green made a motion to approve the February 2025 YPICS financials and check registers as submitted.

W. Njboke seconded the motion.

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

Roll Call

M. Green Aye

D. Cho Absent

C. Lopez Aye

M. Keipp Aye

W. Njboke Aye

S. Mendoza Absent

Highlights:

- Attendance is up
- Enrollment is slightly up at all schools
- Still forecasting positive across the org, due in part to salaries for unfilled positions and staff members on leave.

B. FY2025-26 Audit Firm Selection

C. Lopez made a motion to Remain with CLA as the Audit firm for the school year ending June 30, 2025.

Recommendation by ExEd to remain with the CLA as the audit firm for the school year ending June 30, 2025. This is only our second year with Wade McMullen as our principal within the Firm. The CLA Pricing is \$38750 if we combine audit and taxes.

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

C. FY25-26 Health Benefits

W. Njboke made a motion to approve Kaiser, Delta Dental, Delta VSP, Unum, and ThrivePass plans for benefit-eligible employees.

C. Lopez seconded the motion.

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 of 104 employees, translates to an annual increase of approximately \$ 4,160. ThrivePass, the proposed FSA carrier, has presented a three-year proposal that includes zero setup fees, two months of credit, no annual cost, and a monthly rate of \$3.93 per enrollee. This roughly amounts to a savings of \$1,200 for the year.

The Coordinator of HR & AP and the ED recommend that the Board of Trustees approve the Kaiser, Delta Dental, DeltaVision, Unum Group Life & Hospital, and ThrivePass FSA plans for the 2025-26 fiscal year.

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

VI. Announcements

A. Next Board Meeting

The next Board Meeting is scheduled for Monday, April 28, 2025, at 6:00 PM at the Learning and Support Center, 10660 White Oak Avenue, Granada Hills, CA 91344.

B. YPICS LAUSD Spring Oversight Visits

Board Members were reminded of the upcoming LAUSD Oversight Visits.

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

VII. Closing Items

A. Adjourn Meeting

The meeting adjourned at 7:35 PM.

Documents used during the meeting

- YPICS SPED Director Report 3_24_25.pdf
- 2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Bert_Corona_Charter_School_20250320.pdf
- 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
- 2025_LCAP_Mid-Year_Monitoring_Report_for_the_2024-25_LCAP_Bert_Corona_Charter_High_School_20250320.pdf
- 1. Banc of California Line of Credit Renewal Board Brief.pdf
- 2. Continuation of Services with Think Together for ASES Grants Board Brief.pdf
- Statement of Work - Audit Services - YPICS 24-25.pdf
- YPI Tax SOW 2025.pdf
- Recommendation to Approve 25-26 Health Benefits.pdf

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 4_28_25 (1).pdf



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

Submitted by: Vashon Nutt

April 28, 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 April 2025.

# of Students with Disabilities Enrolled			
April 2025			
School	Total SPED Count	Total Population	% of Total Student Population
BCCS	85	342	25%
BCCHS	73	229	32%
MORCS	38	302	13%
Total SPED Enrollment	196	873	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)
Scout (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

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

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

Remaining Open Positions

- *School Psychologist (YPICS)*
 - An additional School Psychologist will allow us to split the current caseload of students requiring psych services (Assessments, counseling, Functional Behavioral Assessments (FBAs), Behavior Intervention Development (BID) service provision, and support for the BIIs)
- *Resource Specialist Teacher (MORCS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy currently filled with a contracted service provider from Total Education Solutions
- *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: Parents' signature approving evaluation means district need not pay for IEE

Case name: Dighton-Rehoboth Reg'l Sch. Dist., 125 LRP 952(SEA MA 01/07/25)

Ruling: A hearing officer found that the evaluations conducted by a Massachusetts district were comprehensive and appropriate. The parents of an 8-year-old child with a specific learning disability were not entitled to an independent educational evaluation at district expense.

What it means: Parents may request that a district pay for an IEE if they disagree with its evaluation. A district need not grant the request if it can show that its evaluation was appropriate at due process. This district showed that the parents never indicated their disagreement with its comprehensive initial evaluation two years earlier. In fact, it pointed out that it obtained their signature on an IEP team meeting summary form indicating their acceptance and approval of evaluation results. It also modeled best practices by requesting to conduct its own updated assessments first and offering to move up the triennial evaluation.

Summary: By pointing to its comprehensive initial evaluation of a third-grader with SLD two years earlier, a Massachusetts district established that it was not required to pay for an IEE.

The district conducted an initial evaluation of the child in first grade. The parents didn't raise any concerns, and they signed a statement within an IEP team meeting summary indicating they were satisfied with the results.

In third grade, the parents requested an IEE. Noting that the child was comprehensively evaluated two years earlier, and the parents accepted the evaluations and all subsequent IEPs, the district asked that they first allow time for updated testing. The parents did not consent to evaluate.

The district alleged that the parents were not entitled to a publicly funded IEE.

Parents have the right to an IEE at public expense under the IDEA if they disagree with the district's evaluation, the IHO explained. The district must promptly grant the request or file for due process to defend its evaluation as appropriate, she added.

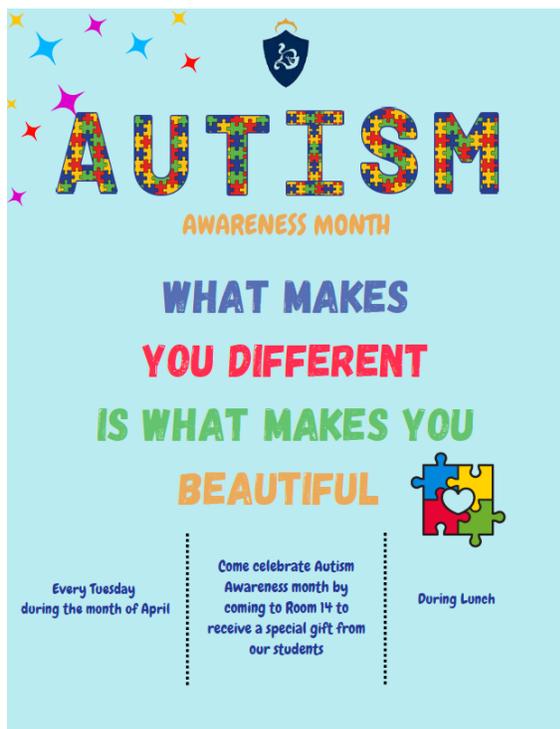
Here, the parents neither indicated that they disagreed with the district's evaluations nor provided any evidence of such disagreement, the IHO observed. Moreover, their letter requesting an IEE did not state that they disagreed with the evaluation, she noted. Rather, as the district pointed out, they affirmed their satisfaction with the evaluations at the subsequent IEP meeting, the IHO found.

Further, the district established that its evaluations were both comprehensive and appropriate, she concluded. The special education coordinator testified that they were comprehensive, appropriate, utilized standardized, widely accepted evaluations, and conducted by qualified staff. Moreover, the district conducted additional testing to meet the child's ongoing needs, the IHO observed. She noted that it also offered to move up the child's three-year evaluation.

The IHO concluded that the parents were not entitled to a publicly funded evaluation

Bert Corona Charter School Celebrates Autism Awareness Month

Autism Awareness Month is observed every year in April. It is a global initiative dedicated to raising awareness, promoting acceptance, and fostering inclusion for individuals with autism spectrum disorder (ASD).



Monsenor Oscar Romero Promotes Special Education During Outreach Efforts

To boost enrollment for the upcoming school year, Monsenor Oscar Romero Charter School recently held an event, making sure to prominently feature our special education department for prospective students and families.

SPECIAL EDUCATION SERVICES

Personalized learning plans for each student, embracing different learning styles to make education meaningful. We create a warm and inclusive space where students, teachers, and families come together to support one another, ensuring that every individual feels valued and empowered to succeed.



Full Inclusion



Small Group Setting



Supports & Services



Collaborative Approach

**DIR. OF SPECIAL
EDUCATION**
Vashon Nutt

**RSP
TEACHER**
Blanca Ruiz



Coversheet

Bert Corona Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: C. Bert Corona Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 24-25 BCCS EA BoD Report (April).docx (1).pdf



Board Report
Dr. Kevin Myers, Executive Administrator
April 28, 2025

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

Instruction & Performance Data

PD:

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

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

This process has been going very well, and we received accolades from our LAUSD oversight team when they observed our co-teaching in action. They even said that they would bring other teachers to our school to model what quality co-teaching should look like. We are proud of the progress we have made in this area and we look forward to continued growth from our students because of this practice.

*iReady Assessments: **READING***

We are currently wrapping up our final iReady diagnostic for the year. Even though we are not quite finished, our results look promising.

For reading, we hit 142% of our expected typical growth with 62% of our students overall hitting their typical growth targets. Every grade level exceeded typical growth targets.

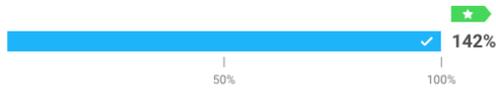


Subject: **Reading** | School: **Bert Corona Charter Middle School**

Academic Year: **Current Year** | Comparison Diagnostic: **Diagnostic 3**
03/31/25 - 04/25/25

Students Assessed/Total: 336/341

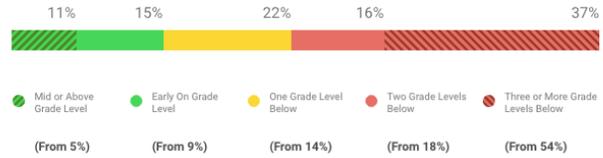
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 142%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



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

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	200%	67%	91%	44%	56%	9/9
Grade 6	133%	58%	50%	21%	51%	107/110
Grade 7	188%	71%	63%	30%	66%	116/118
Grade 8	120%	56%	40%	25%	54%	104/104



For English learners, our students performed on par with the general ed/non-EL students. The only grade level where we did not hit typical growth targets was 5th grade where we have only 2 ELs in the grade level.

Grade	All	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	200%	67%	91%	44%	56%	9/9
	Yes - English Learner	35%	0%	15%	0%	0%	2/2
	No - English Learner	215%	86%	107%	57%	71%	7/7
Grade 6	Overall	133%	58%	50%	21%	51%	107/110
	Yes - English Learner	119%	60%	44%	17%	47%	30/30
	No - English Learner	137%	57%	61%	22%	53%	77/79
	Not Reported	-	-	-	-	-	0/1
Grade 7	Overall	188%	71%	63%	30%	66%	116/118
	Yes - English Learner	137%	60%	46%	20%	55%	20/20
	No - English Learner	200%	73%	70%	33%	69%	95/97
	Not Reported	182%	100%	62%	0%	0%	1/1
Grade 8	Overall	120%	56%	40%	25%	54%	104/104
	Yes - English Learner	100%	52%	36%	12%	56%	25/25
	No - English Learner	133%	57%	46%	29%	53%	79/79

For students with special needs, we exceeded our growth targets in all grade levels.

Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education Remove

Showing 11 of 11

Grade	All	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	200%	67%	91%	44%	56%	9/9
	Not Reported	200%	67%	91%	44%	56%	9/9
Grade 6	Overall	133%	58%	50%	21%	51%	107/110
	Yes - Special Education	142%	61%	53%	26%	58%	31/31
	Not Reported	124%	57%	46%	18%	49%	76/79
Grade 7	Overall	188%	71%	63%	30%	66%	116/118
	Yes - Special Education	133%	57%	44%	13%	61%	23/23
	Not Reported	200%	74%	70%	34%	68%	93/95
Grade 8	Overall	120%	56%	40%	25%	54%	104/104
	Yes - Special Education	100%	50%	36%	8%	58%	24/24
	Not Reported	120%	58%	40%	30%	53%	80/80

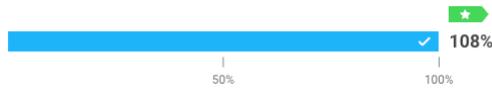


iReady Assessments: **MATH**

In math, our students did well overall, but we continue to need to show more growth in this content area when compared with reading.

Students Assessed/Total: 324/341

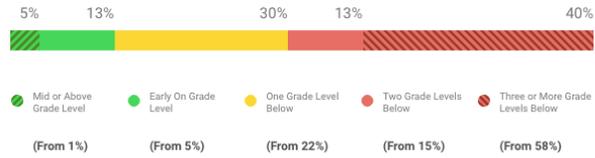
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

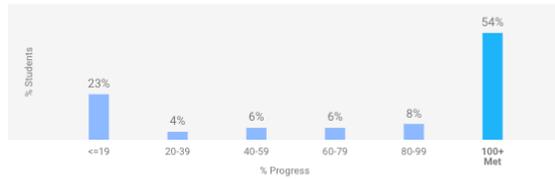
[Learn More About Growth](#)

Current Placement Distribution

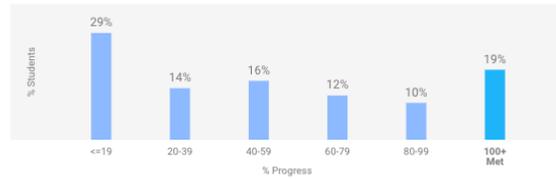


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



As a school, we hit 108% of our expected typical growth with 54% of our students achieving their typical growth levels. We do have 9 more students who need to finish their test, but overall 6th grade struggled to meet their goals. All grade levels except 6th grade surpassed their expected typical growth.

Subgroup populations performed well in 5th and 7th grade but did not keep up with their peers in 6th and 8th grade.



Choose to Show Results By		Secondary Demographic to Show Results By		Showing 11 of 11					
Grade		Special Education Remove		Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met				
Grade 5	Overall	115%	56%	56%	22%	56%	9/9		
	Not Reported	115%	56%	56%	22%	56%	9/9		
Grade 6	Overall	80%	40%	40%	10%	54%	101/110		
	Yes - Special Education	80%	41%	35%	3%	66%	29/31		
	Not Reported	83%	39%	40%	13%	50%	72/79		
Grade 7	Overall	167%	67%	76%	31%	66%	111/118		
	Yes - Special Education	127%	59%	50%	27%	50%	22/23		
	Not Reported	169%	69%	79%	31%	70%	89/95		
Grade 8	Overall	100%	54%	42%	16%	52%	103/104		
	Yes - Special Education	27%	42%	11%	0%	29%	24/24		
	Not Reported	117%	58%	48%	20%	59%	79/80		

Grade		English Learner Remove		Showing 14 of 14			
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Students Assessed/Total
Grade 5	Overall	115%	56%	56%	22%	56%	9/9
	Yes - English Learner	104%	50%	53%	0%	50%	2/2
	No - English Learner	115%	57%	56%	29%	57%	7/7
Grade 6	Overall	80%	40%	40%	10%	54%	101/110
	Yes - English Learner	93%	42%	40%	12%	65%	26/30
	No - English Learner	80%	39%	37%	9%	51%	75/79
	Not Reported	-	-	-	-	-	0/1
Grade 7	Overall	167%	67%	76%	31%	66%	111/118
	Yes - English Learner	131%	65%	52%	18%	47%	17/20
	No - English Learner	169%	67%	76%	32%	69%	93/97
	Not Reported	308%	100%	121%	100%	100%	1/1
Grade 8	Overall	100%	54%	42%	16%	52%	103/104
	Yes - English Learner	83%	44%	32%	8%	52%	25/25
	No - English Learner	114%	58%	47%	18%	53%	78/79

Targeted Tutoring:
Using our iReady data as a predictor for CAASPP outcomes, we identified groups of students



who are poised to move up from level 1 to level 2, or from level 2 to level 3. Our teams have been providing targeted tutoring to these students using the CAASPP release questions as practice to get ready for the assessment in May. The following credentialed teachers and admin are targeting the identified students throughout the day. Group A indicates students who could move from level 2 to 3 and Group B indicates students who could move from a 1 to a 2.

- Nayeli Duenas: Math, 7th (Group A)
- Mariana Myers: ELA, 7th (Group A)
- Berenice Vidana: Reading, 6th (Group A) and 7th Grade ELA (Group B)
- Joseph Arreola: Math, 6th (Group A)
- Maria Contreras: Math, 8th (Group A) and 7th Grade Math (Group B)
- Kevin Myers: Reading, 8th (Group A)
- Christina Luc: Math, 8th (Group B)
- Alexis Oliveros: ELA, 8th (Group B)
- Tristan Bravo: Math, 6th (Group B)
- Trish Guidry: ELA, 6th (Group B)

Culture & Climate

In the last 2 months, Mr. Arreola has led a school-wide series on PBIS practices. The team has had a chance to reflect on their practice and to discuss how to implement key strategies. This PD was part of our goals for teachers, and it was a missing component of the framework that caused a dip in our overall TFI rating. It was a great series to align our team.

We continue to track scholar dollars and ODRs and do see a correlation for the year. We do see a strong negative correlation between the two because ODR submissions drop in the grade levels where we see the most scholar dollar distribution. This could be due to many factors, but there is a connection between behavior and teacher recognition of student behavior.

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

The following photos include: basketball banquet and recognition night, iReady pathway and growth celebration, BCCS boys soccer team, staff vs. students basketball game, our first ever co-ed volleyball team, autism awareness month activities, a parentship with boys and girls club and the LA rams to run a football clinic, and a snapshot of our advisory kickball tournament. It's been a fun month!





Community Schools

Our Spring Break program was well-attended this year, and we continue to see growth in participation with our Expanded Learning opportunities. Additionally, we continue to improve our MTSS efforts and are bolstering the supports we provide to our students and families through our regular MTSS meetings.

Operations:

Enrollment:

Our team has done a great job with recruitment! So far, here are our numbers for next year's enrollment:

5th and 6th Grade: 121 (over enrolled by 1 with a waiting list)

7th Grade: 119 (reaching out to a few families to fill the last space)

8th Grade: 119 (no more 8th graders on the list, currently)

That would bring our total enrollment for next year to 359.

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Charter School Executive Administrator's
Report
Purpose: FYI
Submitted by:
Related Material: 24-25 MORCS EA BoD Report April 28, 2025.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator
April 28, 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 strong school culture. This board report highlights our recent efforts across key areas, including academics, school climate, and operations.

In April, our dedicated parents completed the final session of a multi-week English course designed to help them build their English language skills and confidence. Our Pawsitive Puma Recognition program has continued to gain momentum, reinforcing a positive school climate by celebrating students who exemplify our core values.

Operationally, we have remained focused on attendance improvement strategies, working diligently to move closer to our daily attendance goals. In academics, we administered our final i-Ready diagnostic of the year. This report will highlight student academic achievement, particularly in terms of how many students met their typical growth goals in Reading and Math—an important indicator of progress and instructional impact.

The following report provides a detailed overview of our accomplishments as we aim to close the year with strength and celebration.



Academics

We are excited to share the latest i-Ready diagnostic results, which reflect the hard work and academic progress of our students this year. Our school community has much to be proud of, as students across various groups have shown meaningful growth in both Reading and Mathematics.

In Reading, 52% of students schoolwide met their typical growth goal, a strong indicator of continued academic momentum. We are especially proud of the progress made by our student subgroups:

- 49% of English Learners met their typical growth goal, showing steady improvement in literacy development.
- 53% of students with disabilities achieved their typical growth goal, reflecting targeted supports and interventions.
- 52% of Hispanic or Latino students met their growth targets, underscoring the effectiveness of culturally responsive instructional strategies.
- 54% of economically disadvantaged students met their growth goal, highlighting the impact of our equity-focused efforts.

In Mathematics, our students demonstrated equally promising results, with 52% of students schoolwide meeting their typical growth goal. Notable highlights include:

- 66% of English Learners met their growth goal, representing our highest-performing subgroup in Math and showing remarkable progress.
- 47% of students with disabilities met their typical growth goal, a testament to the dedicated support structures in place.
- 53% of Hispanic or Latino students met their goal, continuing a positive trend in math achievement.
- 52% of economically disadvantaged students met their growth targets, reflecting our ongoing commitment to closing opportunity gaps.

These results reflect the collective effort of our students, teachers, support staff, and families. We are proud of the academic achievement demonstrated by our English Learners, Students with Disabilities, Hispanic or Latino students, and Economically Disadvantaged students. This data not only affirms our commitment to educational equity but also inspires us to continue building on this momentum as we move forward.



Culture and Climate

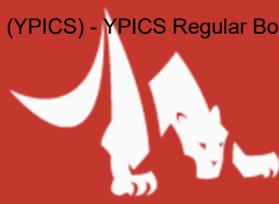
At MORCS we believe that strong school culture is built not only through academics but also through joyful, student-centered traditions. One such tradition is our annual Bunny Bowl, an event that takes place on the day before spring break.

Bunny Bowl is designed to bring our school community together through fun, inclusive activities that foster connection, school spirit, and a sense of belonging. This year's Bunny Bowl was a resounding success, filled with laughter, friendly competition, and meaningful student engagement. Throughout the day, students had the opportunity to participate in a variety of games, including volleyball, soccer, a bunny relay race, and the very entertaining Head-Shoulders-Knees-Egg game.

Students from all grade levels joined in the activities, and the energy on campus was vibrant and positive. Bunny Bowl continues to be a favorite amongst students and staff, serving as a joyful way to wrap up the semester and head into spring break with smiles and a sense of togetherness.

We are proud to continue this culture-building tradition and look forward to making next year's Bunny Bowl even more memorable. Attached are some pictures from this year's Bunny Bowl event.





**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL





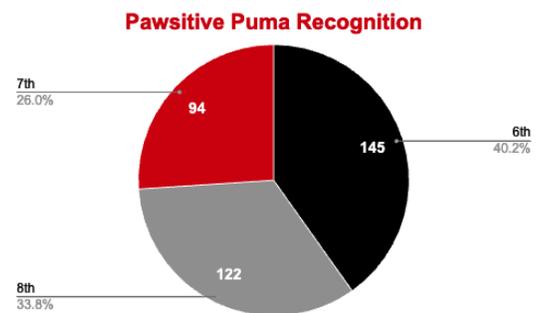
Our Culture and Climate team continues to foster a positive school environment through the Pawsitive Puma Recognition (PPR) program, which acknowledges and rewards students for exhibiting positive behaviors.

April Highlights:

- An increase of approximately 42 additional PPRs was recorded this month, reflecting a growing emphasis on recognizing student achievements.
- Total Pawsitive Puma Recognitions (2024-2025 School Year): 361 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.

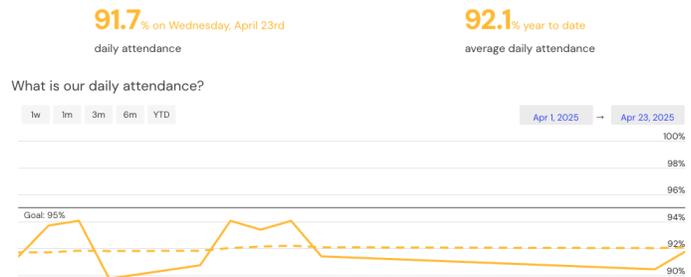




Operations

Attendance:

- Year-to-Date Average Daily Attendance (ADA): 92.1%.
- April 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.

Parent Engagement

Our families continue to play a vital role in the MORCS community. Most recently, a group of dedicated parents completed the final session of a school-based English class series—an initiative they themselves advocated for. These classes provided parents with the opportunity to build their English language skills in a supportive, community-centered environment. Their commitment to learning is a powerful example of the strength and determination within our school community and underscores the importance of listening to and responding to family voices.

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 Report

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School Executive Administrator/ COO's
Report
Purpose: FYI
Submitted by:
Related Material: 24-25 BCCHS EA_COO BoD Report 4-28-25.pdf



BERTCORONA CHARTER HIGH SCHOOL

Board Report Ruben Dueñas, Interim Executive Administrator April 28, 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.

Community Schools and Culture and Climate

Based on the Youth Truth Survey data below, Bert Corona Charter High School demonstrates a positive impact on its students, particularly in the areas of school belonging and teacher understanding, when compared to national and similar school averages.

School Belonging:

Students at Bert Corona Charter High School feel a strong sense of community. 76% of students reported feeling like part of their school's community in 2024. This is significantly higher than the national high school average of 40%, showing a difference of 36%. In comparison to other school types, Bert Corona also outperforms suburban schools (49%), high poverty schools (49%), small city schools (53%), and charter schools (64%).

Teacher Understanding:

A high percentage (67%) of students at Bert Corona Charter High School feel that their teachers make an effort to understand what their life is like outside of school. This is considerably higher than the national high school average (EdSource) of 22%, a difference of 45%. Bert Corona also shows a favorable comparison to suburban schools (41%), high poverty schools (58%), small city schools (52%), and other charter schools (66%).

These statistics suggest that Bert Corona Charter High School is creating a more supportive and connected environment for its students compared to the trends highlighted in the article, which expresses concern about the lack of belonging and understanding experienced by many high school students in California.

The degree to which students feel welcome at their school and have collaborative relationships with their classmates.			
School Type	2024	Difference	
Bert Corona Charter High	76%		
Suburban Schools	48%	28%	
High Poverty Schools	48%	28%	
Small City Schools	50%	26%	
Small Size Schools	53%	23%	
Charter Schools	68%	8%	
	2022	2023	2024
Percentile	66%	68%	76%
1 Year Growth		2%	8%
2 Year Growth		10%	



BERTCORONA CHARTER HIGH SCHOOL

I really feel like part of my school's community.			
School Type	2024	Difference	
Bert Corona Charter High	76%		
National High School (EdSource)	40%	36%	
Suburban Schools	49%	27%	
High Poverty Schools	49%	27%	
Small City Schools	53%	23%	
Charter Schools	64%	12%	
Small Size Schools	72%	4%	
	2022	2023	2024
Percentile	74%	73%	76%
1 Year Growth		-1%	3%
2 Year Growth	2%		

How many of your teachers make an effort to understand what your life is like outside of school?			
School Type	2024	Difference	
Bert Corona Charter High	67%		
National High School (EdSource)	22%	45%	
Suburban Schools	41%	26%	
High Poverty Schools	58%	9%	
Small City Schools	52%	15%	
Charter Schools	66%	1%	
Small Size Schools	73%	-6%	
	2022	2023	2024
Percentile	60%	48%	67%
1 Year Growth		-12%	19%
2 Year Growth	7%		

College and Career Readiness

Students who are identified as “prepared” continues to increase for all students and identified subgroups (Latino and Socioeconomically Disadvantaged). Additionally the percentage of not prepared continues to drop from 36.6% to 38.4%.



BERTCORONA

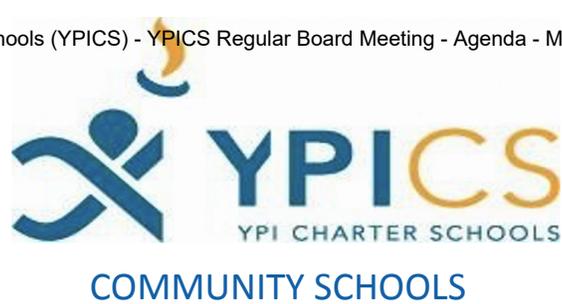
CHARTER HIGH SCHOOL

Level	All Students			Latino			SED		
	23-24	22-23	Change	23-24	22-23	Change	23-24	22-23	Change
Prepared	29.6%	7.5%	22.1%	30.2%	5.8%	24.4%	28.3%	7.8%	20.5%
Approaching	37.0%	20.8%	16.2%	35.8%	21.2%	14.6%	37.7%	21.6%	16.1%
Not	33.3%	71.7%	-38.4%	34.0%	73.1%	-39.1%	34.0%	70.6%	-36.6%

Coversheet

Senior Director of School Community Partnerships Report

Section: III. Items Scheduled for Information
Item: F. Senior Director of School Community Partnerships Report
Purpose: FYI
Submitted by:
Related Material: 4.28.25 Community Schools Board Report.docx.pdf



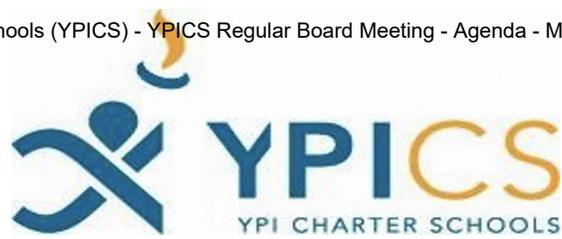
Board Report
Karina Favela-Barreras, Sr. Director of Community School Partnerships
April 28, 2025

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

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

Continuous Improvement:

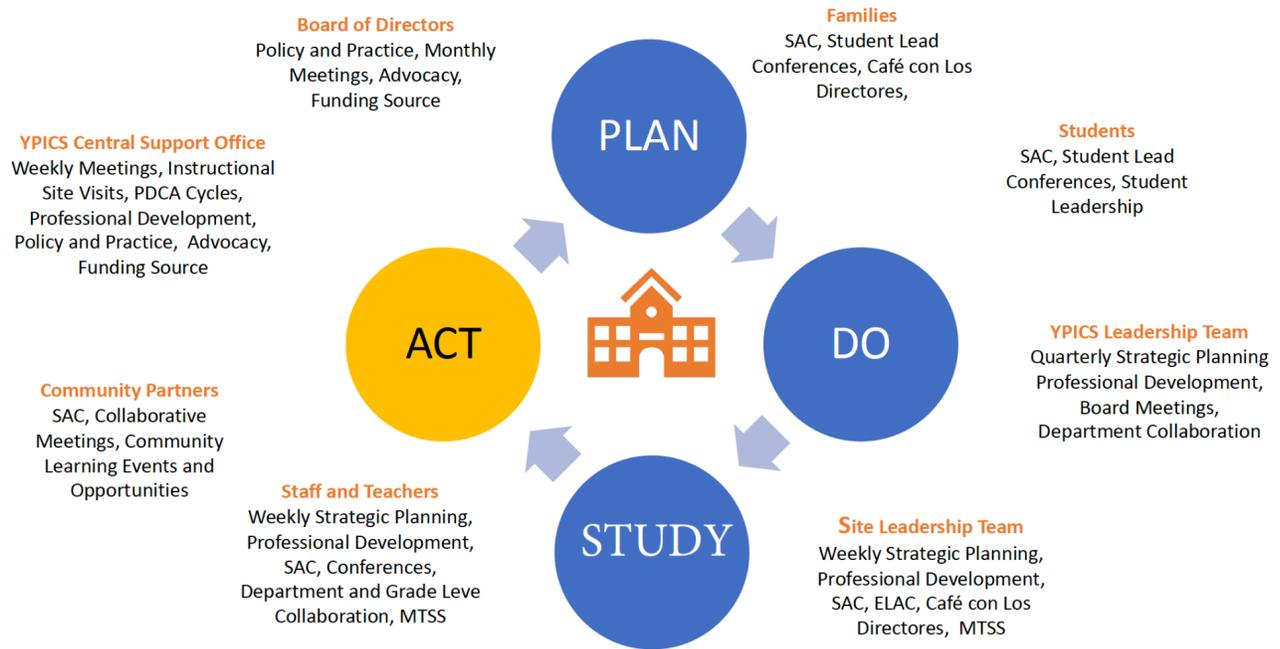
- **Partnerships & Services:**
 - During Jan & Feb, 2025 our schools focused on our current political climate and the impacts it would have on the communities we serve. Focusing on partnerships to support resources on immigration rights.
 - Coordinators of Community Schools continued to improve cross collaboration with partners to increase resources for students and families.
- **Improve Systems**
 - Formalize Procedures for:
 - MTSS - Complete - Review of YPICS MTSS Procedures was collaboratively developed. Staff received and overview and training in Dec. 2024 and Jan 2025.
 - Partner MOU Process - Pending
 - Data Sharing Access with partners - In Progress: Draft was developed and currently in review for updates.
- **Data & Evaluation**
 - Update Community Schools Implementation Plans - In Progress - should be updated by June
 - Update ELOP Implementation Plans - Will be updated in May
 - Support staff with utilizing Panorama - Continuous
 - Monthly output data collection and reporting

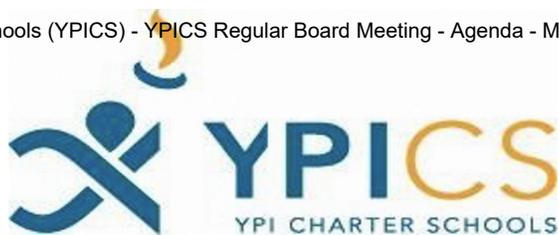


COMMUNITY SCHOOLS

- During the YPICS Leadership Team meeting - on Dec. 16, 2024, the following topics included:
 - Learning and understanding the Plan Do Study Act (PDSA) cycle
 - A review of the Assets and Resource Mapping Process and key findings
 - A review of YouthTruth survey findings:
 - Overall Summary Across YPICS Schools
 - High Level Summary of Staff survey findings
 - Gallery Walk
 - Implemented the PDSA cycle

Youth Policy Institute Shared Leadership Model





COMMUNITY SCHOOLS

- **Needs and Assets Assessment:**

- **Assets and Resource Mapping** facilitated with YPICS staff on Sep. 23, 2024.

- Asset mapping is not just another list of resources, it provides information about the **strengths and resources** of a **community** and can help uncover solutions. Once community strengths and resources are inventoried and depicted in a map, you can more easily think about **how to build on these assets to address community needs**. Finally, asset mapping promotes community involvement, ownership, and empowerment.

- Mapping the Community - *Each team identified:*

- What assets and resources exist in the neighborhood?
 - What are the areas of need in the neighborhood?
 - How safe and walkable are the areas around our schools?
 - How can we work together to address areas of need?

- What teams did that day:

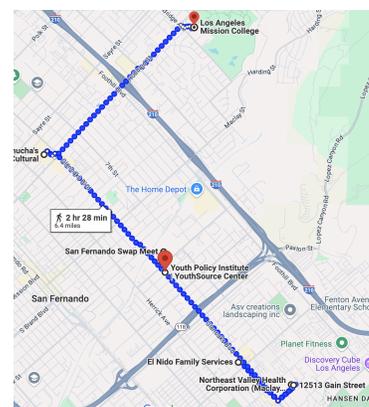
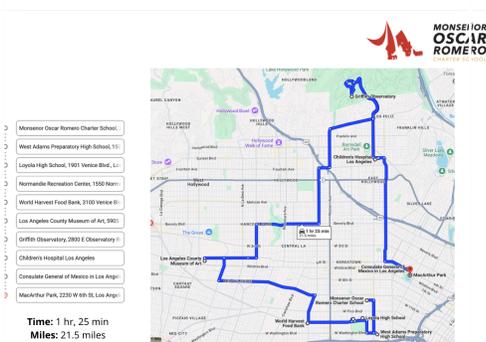
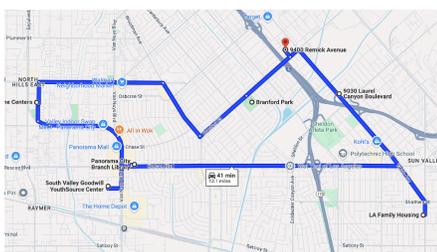
- Each school group went on a 1.5 - 2 hour tour/walk to observe the neighborhood and collect information. After the walk, they discussed what was seen and brainstormed ways to collaborate and address needs/gaps and bridge partnerships.

BCCS

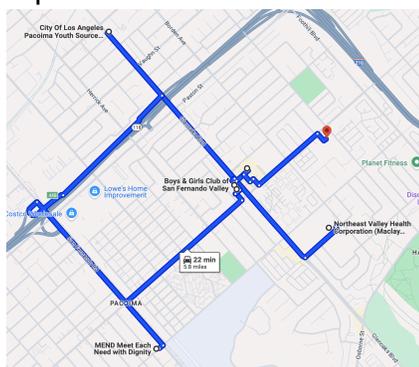
MORCS

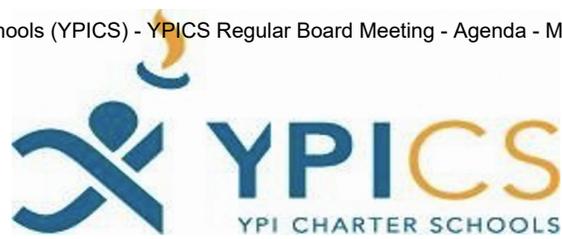
BCCHS

Map #1 Panorama City



Map #2 Pacoima

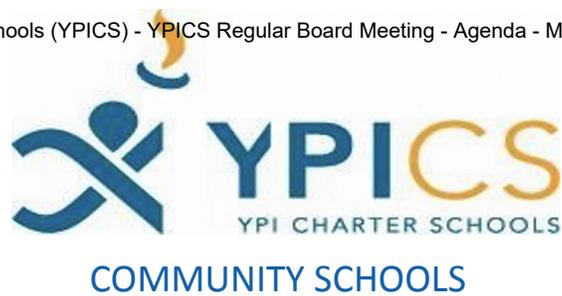




COMMUNITY SCHOOLS

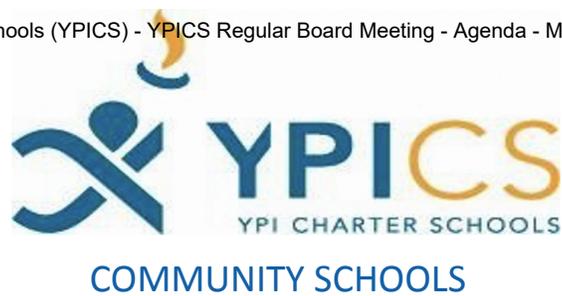
Assets and Resource Mapping Reflections:

BCCS	MORCS	BCCHS
<ul style="list-style-type: none"> ● <u>Map #1: Panorama City</u> <ul style="list-style-type: none"> ○ Assets & Resources <ul style="list-style-type: none"> ■ Youth Source Center ■ LA Housing Facilities ■ Two Hospital ■ Parks ○ Areas of Need: <ul style="list-style-type: none"> ■ Distance, not a walkable distance. ■ Transportation to are school is not easy from Pan. City. ■ Visible advertisement of resources. ○ Safety: <ul style="list-style-type: none"> ■ A Lot of areas do not look safe to walk. ■ Reduced parking space. ● <u>Map #2: Pacoima</u> <ul style="list-style-type: none"> ○ Assets & Resources <ul style="list-style-type: none"> ■ Youth Source Center ■ Lots of Resources, Local vendors ■ More schools ■ Visibility of food banks ○ Areas of Need: <ul style="list-style-type: none"> ■ Resources walking distance from the school. ■ Near hospital ○ Safety: <ul style="list-style-type: none"> ■ Although, areas look unsafe to walk. You can see more people walking in this neighborhood than the first map. 	<ul style="list-style-type: none"> ● <u>School Area:</u> <ul style="list-style-type: none"> ○ Slide walks were not clean. ○ Trash ○ Traffic/Busy Area ○ Local Vendors ○ Fast Food Locations ● <u>Local Food Bank:</u> <ul style="list-style-type: none"> ○ Not a walkable distance ○ Not clean, filthy. ○ Not FREE, there was a fee \$50. ○ Reduced parking space. ● <u>Heading West:</u> <ul style="list-style-type: none"> ○ Schools much cleaner ○ Wider Streets/Less Traffic ○ Greener Areas ○ A feeling of being Safe ● <u>Highlights:</u> <ul style="list-style-type: none"> ○ Making a stop at Griffith Park ○ Learning about other schools around the area. ○ Homes with bars compared to those homes in more fluent areas. ○ Distance from the food bank and MORCS: 1.9 miles (7 min drive, 42 min walk, 20 min on the bus). 	<ul style="list-style-type: none"> ● Economic disparity even between neighboring cities of Pacoima & San Fernando/Sylmar <ul style="list-style-type: none"> ○ More blight, more visible homelessness, industrial, polluted, messaging ● Those that grew up in the area weren't aware of the resources ● Noticed numerous liquor stores/smoke shops and few supermarkets ● How can we bring about positive change for our community? ● What are the root causes of these conditions?

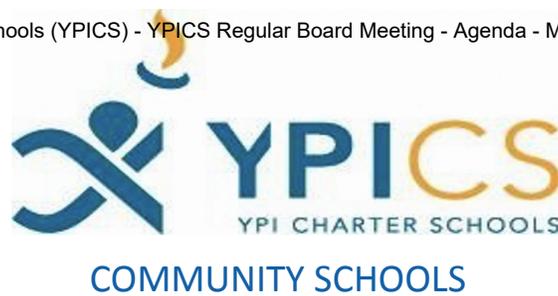


- Facilitated YouthTruth Survey (staff, students, families) - Survey window was 5 weeks, closed on Fri. 10/25/24. We heard from 1,529 individuals. 95% staff, 75% parents/guardians, 95% students

BCCS YouthTruth Survey Results					
Response Rates:				Findings	
Goals	Baseline	Target	Met	Bright Spots	Areas of Opportunities
Staff	71%	80%	96%	<p>84% of staff agree that they feel safe from harm while at school.</p> <p>89% of staff agree that they school respects people from different backgrounds</p> <p>74% of staff agree/strongly agree that they would recommend this school to a friend or colleague as a great place to work.</p>	<p>Only 52% of staff agree that students treat staff with respect.</p> <p>Only 56% of staff agree that the professional development provided over the last year has provided them with content support.</p>
Students	79%	85%	100%	<p>71% of our students agree that adults at this school treat students with respect</p> <p>60% of our students agree that the work that they do in their classes makes them really think</p>	<p>Only 32 % of our students agree that teachers try to understand what students' life is like outside of school</p> <p>Only 39% of students are learning in class with life outside of school</p>
Family	37%	50%	78%	<p>92% of parents agree that the school creates a friendly environment</p> <p>97% of parents agree that they feel comfortable approaching teachers about their child's progress</p>	<p>77% of parents feel empowered to play a meaningful role in decision-making at school</p> <p>74% of parents feel that adults at the school value people of different incomes</p>



MORCS YouthTruth Survey Results					
Response Rates:				Findings	
Goals	Baseline	Target	Met	Bright Spots	Areas of Opportunities
Staff	29%	75%	85%	<p>83% of staff agree that there are clear rules for students against hurting other people during school.</p> <p>79% of staff agree that the school respects people from different backgrounds</p>	<p>Only 41% of staff agree that they feel empowered to play a meaningful role in decision making at the school.</p> <p>Only 33% of staff agree that the professional development provided over the last year has provided them with content support.</p> <p>Only 31% of staff agree/strongly agree that they would recommend this school to a friend or colleague as a great place to work.</p>
Students	81%	85%	90%	<p>60% of students agree that their teachers give them assignments that really help them learn</p> <p>72% of students agree that adults at this school treat students with respect</p>	<p>Only 32% of students agree that teachers try to understand what students' life is like outside of school</p> <p>Only 38% of our students agree that teachers connect what students are learning in class with life outside of school</p>
Family	71%	81%	74%	<p>87% of parents agree that their child's learning environment is safe</p> <p>93% of parents agree that teachers clearly communicate expectations on their child's progress</p>	<p>72% of parents feel empowered to play a meaningful role in decision-making at school</p>

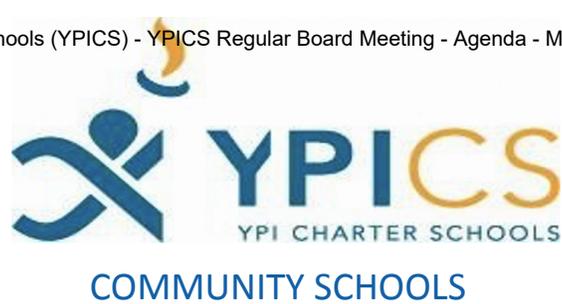


BCCHS YouthTruth Survey Results					
Response Rates:				Findings	
Goals	Baseline	Target	Met	Bright Spots	Areas of Opportunities
Staff	100%	100%	100%	79% of staff agree that they have access to meaningful professional development 70% of staff agree that adults at school try to stop bullying and harassment	Only 25% of staff agree that the school is managed effectively Only 18% of staff agree that students treat staff with respect Only 50% of staff agree/strongly agree that they would recommend this school to a friend or colleague as a great place to work.
Students	82%	85%	88%	64% of students agree that their teachers expectations make them want to do their best 65% of students agree that adults at this school treat students with respect	Only 27% of students agree that teachers make an effort to understand what students' life is like outside of school Only 33% of students agree that teachers connect what students are learning in class with life outside of school
Family	65%	75%	70%	92% of parents agree that school's policies are administered fairly and consistently 91% of parents agree that teachers treat families with respect	76% of parents feel empowered to play a meaningful role in decision-making at school

After review of the PDSA cycle and key findings the Leadership Team gathered per school site and LSC team to analyze the data further, identified gaps, and discussed strategies to address the gaps. Each team created an action plan and identified the top 3 ears of focus.

The Needs and Assets Assessment process will continue during the months of April - June. The Coordinators of Community Schools will facilitate the activities outlined below, gathering further assessment data to help inform strategies for next school year.

- Focus Groups: Taking place during the month of April with Staff, Students and Parents from each school site.
- Stakeholder Interviews: Taking place during the month of May with school staff and partners from each school site.
- School Site-Self Evaluation: Will be filled out during a SAC Monthly meeting and with school leadership teams across each school.



Coordination of Services and Supports

- *Partnerships:*
 - Continue to collaborate with community based organizations.
 - Continue to attend community collaborative meetings to develop and foster partnerships
 - Continue to participate in monthly Regional Community School meetings to learn and share best practices and strategies
- *Expanded Learning Time and Opportunities:*
 - AfterSchool programs continue to be implemented
 - Schools currently developing plans for summer programs (pre-summer, summer and summer bridge programs)
- *Integrated Student Support:*
 - Youth Mentors continue to support a caseload of students chronically absent. Providing 1:1 mentoring and support sessions for students.
 - MTSS
 - Implementing MTSS and SSPT meetings at each campus
 - MTSS team members continue utilizing the Panorama system to help track strategies and supports provided to students.
 - Counseling supports:
 - Luminarias counseling services
 - Interns
- *Family and Community Engagement:*
 - Collaborating with organizations for resources and workshops
 - Ongoing engagement
 - Engagement for Needs and Assets Assessment activities

Collaborative Leadership and Practices:

- **Collaborative Leadership and Practices:**
 - The team continues to collaborate at all levels to assure that the Plan, Do, Study, Act (PDSA) cycle is taking place across all spaces.
 - Implementing the Multi-Tiered System of Supports (MTSS) and Student Support and Progress Team (SSPT) meetings. Support and Coaching by School Psychologist and myself
 - MTSS:
 - Hosting monthly office hours to help trouble shoot or answer any questions regarding Panorama
 - Developed and formalized a Procedures tool - roll-out this month and next

Coversheet

Williams Quarter 3

Section: III. Items Scheduled for Information
Item: G. Williams Quarter 3
Purpose:
Submitted by:
Related Material: 25-04-04 BCCHS Q3 Williams UCP Report.pdf
25-04-04 BCCS Q3 Williams UCP Report.pdf
25-04-04 MORCS Q3 Williams UCP Report.pdf



**Los Angeles County
Office of Education**

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

DISTRICT NAME Bert Corona Charter High School		DATE April 4, 2025
PERSON COMPLETING THIS FORM Ruben Dueñas		TITLE Executive Administrator/Chief Operations Officer

Quarter Covered by This Report (Check One Below):

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

DATE REPORT WAS PRESENTED TO THE GOVERNING BOARD AT A REGULARLY SCHEDULED MEETING April 28, 2025

Please Check the Box That Applies:

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

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

PRINT NAME OF DISTRICT SUPERINTENDENT Yvette King-Berg	
SIGNATURE OF DISTRICT SUPERINTENDENT 	DATE April 4, 2025

Submit the Quarterly Summary Using Canvas Account

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

or Mail to:

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

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



**Los Angeles County
Office of Education**

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

DISTRICT NAME Bert Corona Charter School		DATE April 4, 2025
PERSON COMPLETING THIS FORM Dr. Kevin Myers	TITLE Executive Administrator	

Quarter Covered by This Report (Check One Below):

- 1st QTR July 1 to September 30 Due: Friday, October 18, 2024
- 2nd QTR October 1 to December 31 Due: Friday, January 17, 2025
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SIGNATURE OF DISTRICT SUPERINTENDENT <i>Yvette King-Berg</i>	DATE April 4, 2025

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Fax: (562) 803-8325
Email: Jimenez_Francisco@laoe.edu



**Los Angeles County
Office of Education**

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

DISTRICT NAME Monseñor Oscar Romero Charter School		DATE April 4, 2025
PERSON COMPLETING THIS FORM Freddy Zepeda	TITLE Executive Administrator	

Quarter Covered by This Report (Check One Below):

- 1st QTR July 1 to September 30 Due: Friday, October 18, 2024
- 2nd QTR October 1 to December 31 Due: Friday, January 17, 2025
- 3rd QTR January 1 to March 31 Due: Friday, April 18, 2025
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SIGNATURE OF DISTRICT SUPERINTENDENT <i>Yvette King-Berg</i>	DATE April 4, 2025

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Telephone: (562) 803-8382
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Email: Jimenez_Francisco@lacoepd.edu

Coversheet

FY24-25 March YPICS Financials

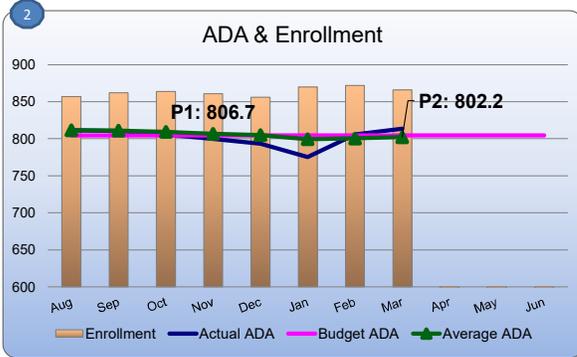
Section: V. Items Scheduled For Action
Item: A. FY24-25 March YPICS Financials
Purpose: Vote
Submitted by:
Related Material: 24-25 YPICS Financials Board Packet 03.25.pdf

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

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



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.

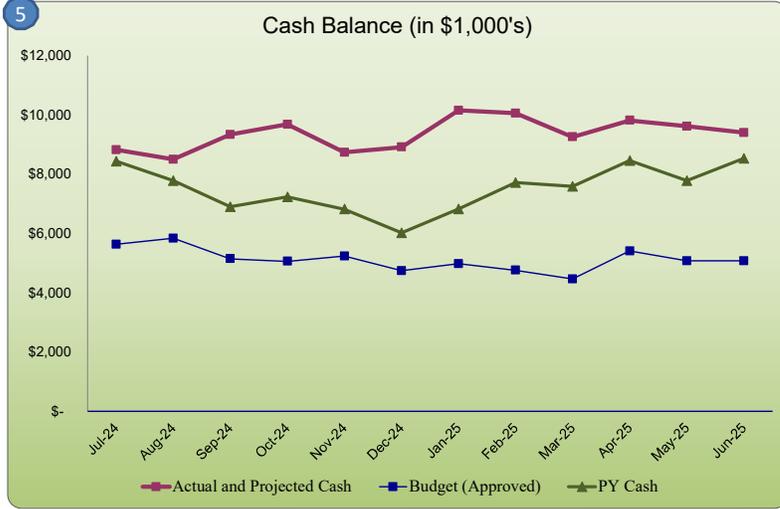
\$6,850K of cash is currently in CD or Money Market accounts.

3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24 P2	FY 22-23 P2
Enrollment	866	866	852	14	866	0	847	823
ADA %	92.9%	92.9%	94.5%	-1.5%	91.3%	1.7%	92.7%	90.2%
Average ADA	802.19	802.19	804.74	(2.55)	803.25	(1.06)	778.37	742.26

4 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
<i>Total per ADA</i>		24,085	23,275	811	24,114	(29)	27,634	24,097
<i>w/o Grants/Fundraising</i>		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
<i>Total per ADA</i>		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



Year-End Cash Balance

Projected	Budget	Variance
9,411,312	5,077,498	4,333,815

6 Balance Sheet

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%

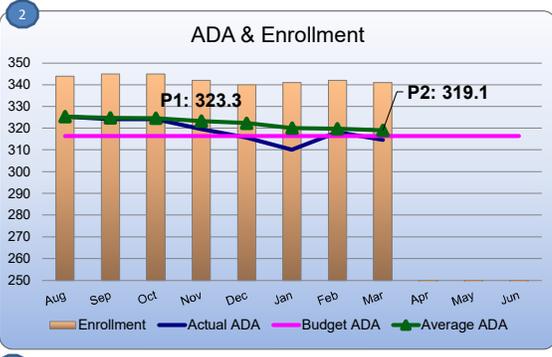


BERT CORONA CHARTER SCHOOL - Financial Dashboard (March 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 8 students above budget, resulting in a \$43K increase in LCFF Revenue.

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

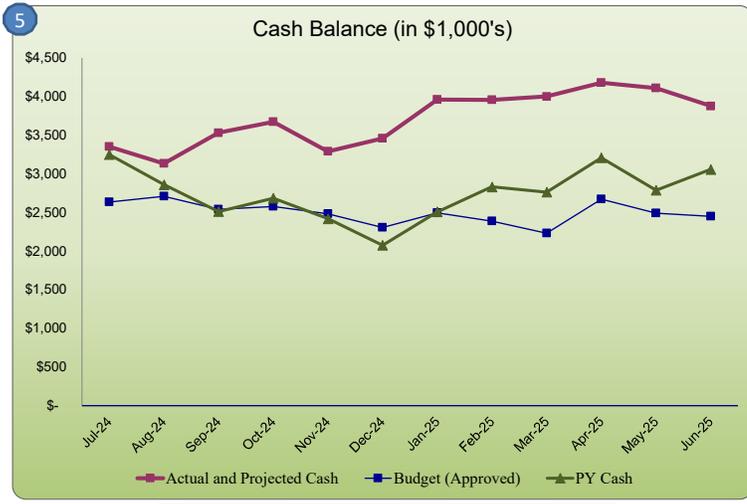
Due to the audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	341	341	333	8	339	2	342	333
Attendance %	93.1%	93.1%	95.0%	-1.9%	93.5%	-0.4%	93.0%	0.0%
Avg Daily Attendance (ADA)	319.09	319.10	316.35	2.75	320.05	(0.95)	321.84	307.25

4 Income Statement

	Actual through 03/31/25	Forecast as of 03/31/25	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	3,093,739	4,557,752	4,515,190	42,562	4,571,318	(13,566)	4,531,333	4,005,725
Federal Revenue	368,735	767,075	789,059	(21,984)	781,745	(14,670)	1,370,027	1,218,493
State Revenue	1,895,334	1,572,160	1,599,049	(26,890)	1,629,686	(57,527)	1,519,681	1,542,496
Other Local Revenue	619,490	741,046	404,993	336,053	731,264	9,781	1,187,725	356,226
Grants/Fundraising	30,661	30,661	20,000	10,661	30,235	426	4,849	22,447
TOTAL REVENUE	6,007,959	7,668,693	7,328,291	340,402	7,744,249	(75,556)	8,613,615	7,145,386
<i>Total per ADA</i>		24,032	23,165	867	24,269	(237)	26,764	23,256
<i>w/o Grants/Fundraising</i>		23,936	23,102	834	24,174	(238)	26,749	23,183
Certificated Salaries	1,618,148	2,237,282	2,305,977	68,696	2,268,621	31,340	2,186,330	1,882,882
Classified Salaries	873,967	1,220,233	1,137,451	(82,782)	1,235,817	15,583	1,083,041	900,343
Benefits	837,693	1,085,216	1,012,704	(72,512)	1,091,206	5,990	995,440	870,042
Student Supplies	547,880	789,895	691,919	(97,976)	794,540	4,645	777,197	865,254
Operating Expenses	1,596,484	2,251,712	2,102,055	(149,658)	2,236,092	(15,620)	2,346,661	2,456,016
Other	61,727	82,244	66,303	(15,941)	82,244	(0)	92,022	94,050
TOTAL EXPENSES	5,535,900	7,666,583	7,316,408	(350,174)	7,708,520	41,937	7,480,690	7,068,587
<i>Total per ADA</i>		24,026	23,128	(898)	24,157	(131)	23,244	23,006
NET INCOME / (LOSS)	472,060	2,110	11,882	(9,772)	35,729	(33,619)	1,132,925	76,798
OPERATING INCOME	533,787	84,354	78,185	6,169	117,973	(33,619)	1,224,947	170,849



Year-End Cash Balance

	Projected	Budget	Variance
	3,875,122	2,450,950	1,424,171

6 Balance Sheet

	6/30/2024	2/28/2025	3/31/2025	6/30/2025 FC
Assets				
Cash, Operating	3,056,729	3,955,503	3,998,766	3,875,122
Cash, Restricted	0	0	0	0
Accounts Receivable	2,406,105	419,502	419,502	782,069
Due From Others	2,594	2,678	2,579	2,579
Other Assets	2,081,300	1,943,327	1,932,327	1,958,091
Net Fixed Assets	675,465	620,576	613,737	593,221
Total Assets	8,222,192	6,941,586	6,966,911	7,211,082
Liabilities				
A/P & Payroll	370,981	63,867	116,519	201,269
Due to Others	462,183	52,887	43,612	210,707
Deferred Revenue	1,054,309	0	0	569,245
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	1,999,292	2,042,669	2,756,790
Equity				
Beginning Fund Bal.	3,319,257	4,452,182	4,452,182	4,452,182
Net Income/(Loss)	1,132,925	490,111	472,060	2,110
Total Equity	4,452,182	4,942,293	4,924,242	4,454,292
Total Liabilities & Equity	8,222,192	6,941,586	6,966,911	7,211,082
Days Cash on Hand	151	189	192	186
Cash Reserve %	41.4%	51.9%	52.7%	51.1%





BERT CORONA CHARTER SCHOOL

Financial Analysis

March 2025

Net Income

Bert Corona Charter School is projected to achieve a net income of \$2K in FY24-25 compared to \$12K in the board approved budget. Reasons for this negative \$10K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2025, the school's cash balance was \$4.00M. By June 30, 2025, the school's cash balance is projected to be \$3.88M, which represents a 51% reserve.

As of March 31, 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 March 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$117K, compared to \$64K in the prior month.

As of March 31, 2025, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$7.67M, which is \$340K or 4.6% over budgeted revenue of \$7.33M.

Child Nutrition Federal Revenue – is projected to be above budget by \$50K due to higher reimbursement rates for Nutrition Program.

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 \$7.67M, which is \$350K or 4.8% over budgeted expenditures of \$7.32M.

Health Costs are projected to be higher than budget by \$92K based on the actuals through March.

Nutrition Program Food Supplies are projected to be higher than budget by \$66K due to higher participation rates for the nutrition program. This increase is offset by increases in State and Federal Nutrition Revenue.

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 \$68K.

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



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 319.10 based on enrollment of 341 and a 93.1% attendance rate.

Actual ADA through Month 8 is 319.09 with ending enrollment of 341 and a 93.1% attendance rate.

In Month 8, ADA was 314.67 with a 92.2% attendance rate.

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

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (March 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

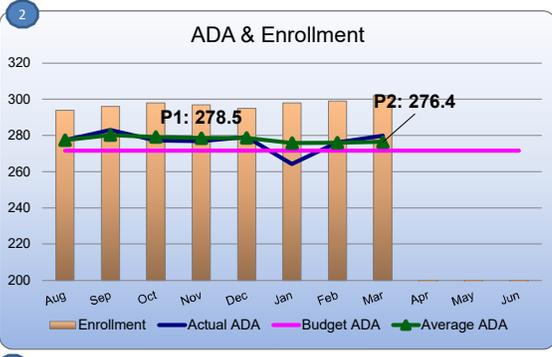
Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 16 students above budget, resulting in a \$62K 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.

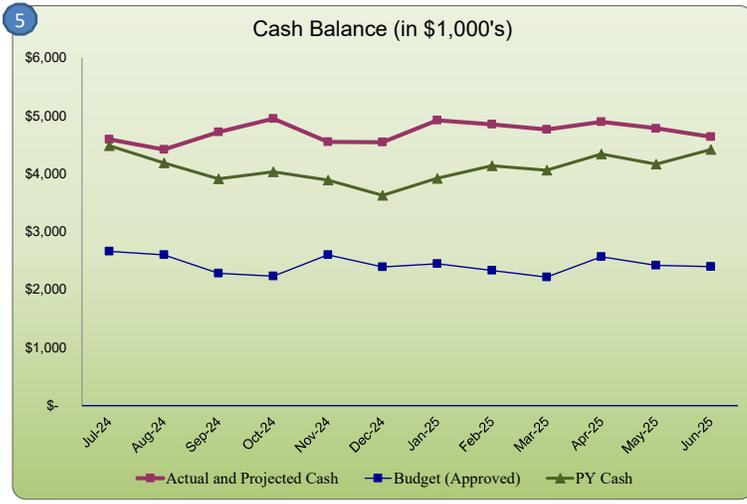


3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	302	302	286	16	297	5	282	275
Attendance %	93.1%	93.1%	95.0%	-1.9%	93.4%	-0.3%	92.8%	0.0%
Avg Daily Attendance (ADA)	276.44	276.44	271.70	4.74	276.74	(0.30)	256.48	254.51

4 Income Statement

	Actual through 03/31/25	Forecast as of 03/31/25	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	2,601,781	3,980,531	3,918,531	62,000	3,984,941	(4,410)	3,670,040	3,360,632
Federal Revenue	306,820	652,461	667,301	(14,840)	664,904	(12,443)	1,506,579	1,090,004
State Revenue	1,484,785	1,247,001	1,393,980	(146,979)	1,251,917	(4,916)	1,133,377	1,621,764
Other Local Revenue	561,747	647,117	376,946	270,171	642,527	4,590	1,075,406	400,778
Grants/Fundraising	-	20,000	20,000	0	20,000	0	1,535	11,460
TOTAL REVENUE	4,955,133	6,547,109	6,376,758	170,351	6,564,289	(17,179)	7,386,937	6,484,638
<i>Total per ADA</i>		23,684	23,470	214	23,746	(62)	28,801	25,479
<i>w/o Grants/Fundraising</i>		23,611	23,396	215	23,673	(62)	28,795	25,434
Certificated Salaries	1,392,591	1,939,001	2,114,275	175,274	1,941,002	2,001	1,894,291	1,605,293
Classified Salaries	653,414	929,934	945,392	15,459	936,587	6,654	873,175	774,512
Benefits	672,981	886,106	895,751	9,645	887,110	1,004	830,166	710,560
Student Supplies	357,748	544,661	515,237	(29,424)	549,137	4,476	726,716	628,998
Operating Expenses	1,532,075	2,054,425	1,741,851	(312,574)	2,057,107	2,682	1,719,925	1,874,014
Other	667,218	894,476	910,228	15,752	906,306	11,829	926,543	946,401
TOTAL EXPENSES	5,276,027	7,248,603	7,122,735	(125,868)	7,277,249	28,646	6,970,816	6,539,778
<i>Total per ADA</i>		26,221	26,215	(6)	26,325	(104)	27,179	25,696
NET INCOME / (LOSS)	(320,894)	(701,494)	(745,977)	44,483	(712,960)	11,467	416,121	(55,139)
OPERATING INCOME	254,871	65,578	19,087	46,491	53,906	11,672	1,201,981	746,343



Year-End Cash Balance

Projected	Budget	Variance
4,637,979	2,399,737	2,238,242

6 Balance Sheet

	6/30/2024	2/28/2025	3/31/2025	6/30/2025 FC
Assets				
Cash, Operating	4,419,671	4,852,908	4,765,533	4,637,979
Cash, Restricted	0	0	0	0
Accounts Receivable	1,863,222	100,240	100,240	640,808
Due From Others	299	269	279	279
Other Assets	61,649	16,930	16,072	57,911
Net Fixed Assets	25,163,936	24,652,144	24,588,170	24,396,864
Total Assets	31,508,776	29,622,491	29,470,294	29,733,841
Liabilities				
A/P & Payroll	434,781	182,764	163,082	120,541
Due to Others	587,275	340,612	339,375	446,107
Deferred Revenue	1,052,839	0	0	632,388
Other Liabilities	6,989	6,989	6,989	0
Total Debt	6,897,047	6,751,896	6,751,896	6,706,452
Total Liabilities	8,978,930	7,282,261	7,261,341	7,905,487
Equity				
Beginning Fund Bal.	22,113,726	22,529,847	22,529,847	22,529,847
Net Income/(Loss)	416,121	(189,617)	(320,894)	(701,494)
Total Equity	22,529,847	22,340,230	22,208,953	21,828,353
Total Liabilities & Equity	31,508,777	29,622,491	29,470,294	29,733,841
Days Cash on Hand	261	272	268	261
Cash Reserve %	71.5%	74.5%	73.5%	71.6%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

March 2025

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$702K in FY24-25 compared to -\$746K in the board approved budget. Reasons for this positive \$45K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2025, the school's cash balance was \$4.77M. By June 30, 2025, the school's cash balance is projected to be \$4.64M, which represents a 72% reserve.

As of March 31, 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 March 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$163K, compared to \$183K in the prior month.

As of March 31, 2025, MORCS had a debt balance of \$6.75M compared to \$6.75M in the prior month. An additional \$45K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$6.55M, which is \$170K or 2.7% over budgeted revenue of \$6.38M.

LCFF Revenue – is projected to be higher budget by \$62K due to higher enrollment, but a lower attendance for the last two months

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 \$70K.

Expenses

Total expenses for FY24-25 are projected to be \$7.25M, which is \$126K or 1.8% over budgeted expenditures of \$7.12M.

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

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

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

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



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

Intra-Agency Fees are projected to be higher than budget by \$60K due to the higher ADA

ADA

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

Forecast P2 ADA is 276.44 based on enrollment of 302 and a 93.1% attendance rate.

Actual ADA through Month 8 is 276.44 with ending enrollment of 302 and a 93.1% attendance rate.

In Month 8, ADA was 279.83 with a 93.1% attendance rate.

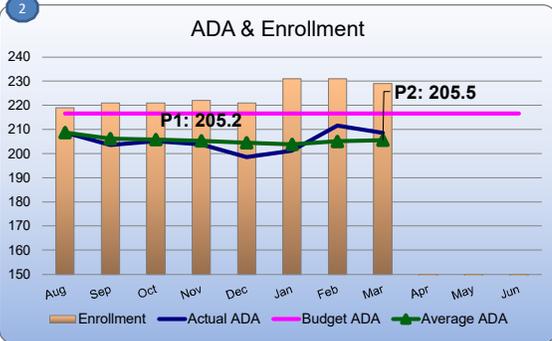
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

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

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 4 students below budget, resulting in a \$189K decrease in LCFF Revenue.

Forecast includes \$312K of restricted one-time funds. An additional \$101K remains available to spend through FY27/28.

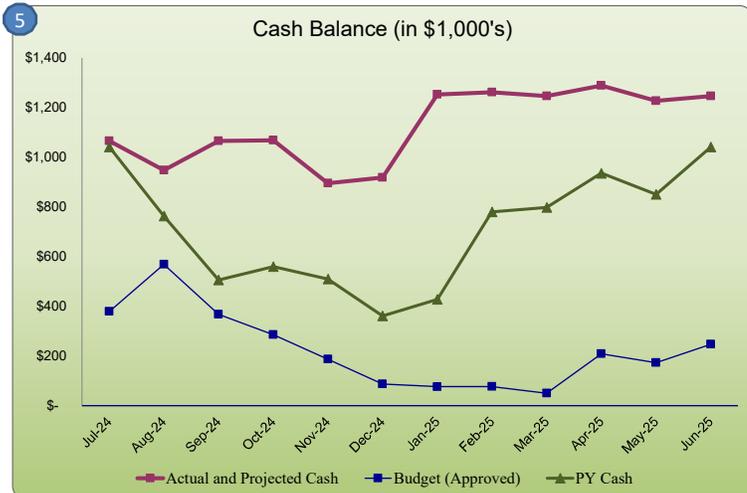
Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	229	229	233	(4)	230	(1)	223	210
Attendance %	91.5%	91.5%	93.0%	-1.5%	91.6%	-0.1%	91.9%	0.0%
Avg Daily Attendance (ADA)	205.53	205.53	216.69	(11.16)	205.40	0.13	200.05	180.50

4 Income Statement

	Actual through 03/31/25	Forecast as of 03/31/25	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	2,384,616	3,560,327	3,749,147	(188,820)	3,558,075	2,252	3,411,450	2,844,385
Federal Revenue	217,438	443,381	457,892	(14,511)	446,843	(3,462)	634,092	793,417
State Revenue	869,781	694,177	547,139	147,037	686,652	7,525	660,183	303,265
Other Local Revenue	244,244	286,895	250,911	35,984	284,510	2,385	755,242	276,601
Grants/Fundraising	24,126	26,720	20,000	6,720	26,690	30	36,999	34,967
TOTAL REVENUE	3,740,205	5,011,500	5,025,090	(13,590)	5,002,770	8,730	5,497,966	4,252,636
<i>Total per ADA</i>		24,383	23,190	1,193	24,341	42	27,483	23,560
<i>w/o Grants/Fundraising</i>		24,253	23,098	1,155	24,211	42	27,298	23,367
Certificated Salaries	1,146,253	1,604,183	1,720,557	116,374	1,632,252	28,069	1,590,587	1,417,641
Classified Salaries	619,859	829,947	787,709	(42,238)	830,136	189	788,686	554,770
Benefits	670,342	868,935	867,184	(1,750)	872,084	3,150	792,439	637,399
Student Supplies	203,181	326,483	306,798	(19,685)	323,965	(2,519)	340,415	381,289
Operating Expenses	995,588	1,352,489	1,296,992	(55,497)	1,317,353	(35,136)	1,366,488	1,210,453
Other	21,502	28,597	28,662	65	28,597	(0)	59,209	44,291
TOTAL EXPENSES	3,656,726	5,010,634	5,007,903	(2,732)	5,004,387	(6,247)	4,937,825	4,245,843
<i>Total per ADA</i>		24,379	23,111	(1,268)	24,349	30	24,683	23,523
NET INCOME / (LOSS)	83,480	865	17,187	(16,322)	(1,618)	2,483	560,141	6,793
OPERATING INCOME	104,982	29,463	45,850	(16,387)	26,979	2,483	619,350	51,084



Year-End Cash Balance

Projected	Budget	Variance
1,251,007	252,968	998,039

6 Balance Sheet

	6/30/2024	2/28/2025	3/31/2025	6/30/2025 FC
Assets				
Cash, Operating	1,040,822	1,261,361	1,246,328	1,251,007
Cash, Restricted	0	0	0	0
Accounts Receivable	828,296	62,450	59,487	371,864
Due From Others	618	551	588	588
Other Assets	34,276	10,430	9,813	27,998
Net Fixed Assets	106,466	87,328	84,963	77,868
Total Assets	2,010,479	1,422,120	1,401,178	1,729,325
Liabilities				
A/P & Payroll	224,769	138,099	145,956	248,998
Due to Others	16,870	2,482	1,864	52,132
Deferred Revenue	598,962	0	0	262,484
Other Liabilities	5,033	5,033	5,033	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	845,633	145,614	152,853	563,614
Equity				
Beginning Fund Bal.	604,705	1,164,846	1,164,846	1,164,846
Net Income/(Loss)	560,141	111,661	83,480	865
Total Equity	1,164,846	1,276,507	1,248,325	1,165,711
Total Liabilities & Equity	2,010,479	1,422,120	1,401,179	1,729,325
Days Cash on Hand	78	93	91	92
Cash Reserve %	21.3%	25.3%	25.0%	25.1%





Bert Corona Charter High School Financial Analysis March 2025

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$1K in FY24-25 compared to \$17K in the board approved budget. Reasons for this negative \$16K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2025, the school's cash balance was \$1.25M. By June 30, 2025, the school's cash balance is projected to be \$1.25M, which represents a 25% reserve.

As of March 31, 2025, the Accounts Receivable balance was \$60K, down from \$63K in the previous month, due to the receipt of revenue earned in FY23-24.

As of March 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$146K, compared to \$138K in the prior month.

As of March 31, 2025, BCCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$5.01M, which is \$14K or 0.3% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$189K 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 \$141K 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 \$5.01M, which is \$3K or 0.1% over budgeted expenditures of \$5.01M.

Certificated Salaries are projected to be lower than budget by \$116K

Contracted Substitute Teacher costs are projected to be higher than budget by \$41K

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 205.53 based on enrollment of 229 and a 91.5% attendance rate.

Actual ADA through Month 8 is 205.53 with ending enrollment of 229 and a 91.5% attendance rate.

In Month 8, ADA was 208.56 with a 90.5% 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 03/01/25 to 03/31/25**

Check #	Vendor Name	Date	Description	Amount
A022646	7 LAYER IT SOLUTIONS, INC.	3/20/2025	03/25 - SERVICE MANAGED NETWORK DEVICE	1,295.00
312809	AFLAC WORLDWIDE HEADQUARTERS	3/3/2025	02/25 - PREMIUM	1,471.56
P067748	Amazon Capital Services	3/4/2025	BOOKS, HANGING WALL FILE HOLDER, (1) SMART TV, FIDGET TOYS	1,051.41
P067995	Amazon Capital Services	3/7/2025	COMBINATION LOCKS, LEATHER WORKING TOOLS & SUPPLIES, ETC	2,101.28
P067999	Amazon Capital Services	3/8/2025	BARN OWL PELLETS	25.74
P068693	Amazon Capital Services	3/20/2025	FLASH CARDS, BOARD GAMES, GLUE, PIPE CLEANERS, ETC	6,350.10
312828	AT&T	3/12/2025	02/25 - FAX SERVICE	211.09
312812	AT&T MOBILITY	3/7/2025	01/18/25-02/17/25 - CELLPHONES	1,435.40
312836	Basic Pacific	3/20/2025	03/25 - FSA MONTHLY FEE	533.52
E020040	BUR-CAL TERMITE & PEST CONTROL INC.	3/7/2025	02/26/25 - PEST CONTROL	385.00
312813	CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION	3/7/2025	03/26/25-03/29/25 - CABA 2025 CONFERENCE REGISTRATION - K. PASTILLI	965.00
P067996	CAREPORTAL	3/7/2025	02/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
312837	CLIFTONLARSONALLEN LLP	3/20/2025	FY23-24 - AUDIT SERVICES	3,150.00
P067746	CREATE NOW	3/4/2025	FY24-25 - COMIC BOOK CREATION LESSON & GUITAR LESSONS	5,450.00
A022648	CROSS COUNTRY EDUCATION	3/20/2025	02/03/24-02/28/25 - SPED SERVICES - APE, BID, DIS COUNSELOR, DHH, ED. AUDIOLO	49,037.82
P067749	DAVEY'S LOCKER SPORTFISHING	3/4/2025	03/22/25 - FIELD TRIP - WHALE WATCHING	2,520.00
312838	DMV RENEWAL	3/20/2025	2025-REGIS RENEWAL VIN# 1FMZK1YM3KKA85417	309.00
312847	DMV RENEWAL	3/20/2025	2025 - REGIS RENEWAL VIN# 1FMZK1YM1KKA70480	308.00
312848	DMV RENEWAL	3/20/2025	2025 - REGIS RENEWAL VIN# 1FMZK1YM6KKA36115	311.00
312839	EXED	3/20/2025	02/25 - MANAGEMENT CONTRACT FEE	25,270.83
312826	FRESH START HEALTHY MEALS, INC.	3/10/2025	02/25 - STUDENT'S MEALS	37,553.76
312840	FRESH START HEALTHY MEALS, INC.	3/20/2025	02/25 - STUDENTS MEALS	87,746.02
312814	FRONTIER	3/7/2025	02/13/25-03/12/25 - FAX SERVICE	525.58
312815	HERNANDEZ JANITORIAL SERVICES	3/7/2025	02/01/25-02/15/25 - MAINTENANCE SERVICE	3,500.00
312841	HOME DEPOT CREDIT SERVICES	3/20/2025	JANITORIAL SUPPLIES	404.58
P068695	IMPACT CANINE SOLUTIONS	3/20/2025	02/25/25 - CANINE SERVICE	660.00
312827	ISAAC LAWRENCE MILLER	3/10/2025	COST OF LIVING STIPEND - INSTALLMENT 4 FINAL	8,750.00
P068160	JEANNETTE M CRUZ REIBER	3/12/2025	02/25 - MONTHLY CREDENTIALING SERVICES	800.00
312816	JENNIFER I. OBANDO-SALGUERO	3/7/2025	03/10/25-03/13/25 - MEAL PER DIEM - 2025 CCSA CONFERENCE	211.50
312829	JENNIFER I. OBANDO-SALGUERO	3/12/2025	02/27/25-02/28/25 - MILEAGE - IREADY	205.80
E020039	KELLY SPICERS STORES	3/7/2025	COPY PAPER, ENVELOPES	1,534.81
312817	KIMBERLY PISTILLI	3/7/2025	03/26/25-03/29/25 - MEAL PER DIEM - 2025 CABA CONFERENCE	326.25
312818	LA DEPT. OF WATER AND POWER	3/7/2025	01/17/25-02/19/25 - ELECTRIC, WATER & SEWER CHARGES	3,895.22
312830	LA DEPT. OF WATER AND POWER	3/12/2025	01/31/25-03/03/25 - ELECTRIC CHARGES	6,214.33
312831	Latino Film Institute Youth Cinema Project	3/12/2025	03/25 - INSTRUCTIONAL SERVICE CINEMA FILM MAKING	6,005.62
A022416	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	3/12/2025	02/25 - LEGAL SERVICES	1,484.50
P067747	LUIS GIRON	3/4/2025	02/25 - LANDSCAPING SERVICE	800.00
P067997	LUIS GIRON	3/7/2025	02/28/25 - PALM TREE TRIMMING	1,500.00
312819	LUMINARIAS INSTITUTE, INC	3/7/2025	02/25 - NON SPECIAL EDUCATION THERAPIST SERVICE	12,000.00
312832	MAJOR METROPOLITAN SECURITY	3/12/2025	04/25 - MONITORING SERVICE	405.00
E019965	MCCALLA COMPANY	3/4/2025	SAFETY SCRAPER , RAZOR BLADES, LINERS, FACIAL TISSUE	583.28
E020282	MCCALLA COMPANY	3/20/2025	LINERS, FACIAL TISSUE, PAPER TOWELS, HAND SOAP, ETC	721.21
312820	Medieval Times Dinner and Tournament, Inc.	3/7/2025	05/07/25 - EDUCATIONAL FIELD TRIP - 7TH GRADE STUDENTS (128)	4,768.00
312842	Odyssey	3/20/2025	04/26/25 - EVENT RENTAL & ADMINISTRATIVE FEE - PROM PACKAGE	9,504.60
P068694	PETER HUANG AND LORETTA HUANG	3/20/2025	02/12/25-03/11/25 - ELECTRIC CHARGES	294.14
312849	PETER HUANG AND LORETTA HUANG	3/27/2025	04/25 - RENT	3,937.02
312821	PUC NATIONAL	3/7/2025	09/01/24-06/30/25 - INDUCTION PROGRAM	21,600.00
312833	PUROSERVE	3/12/2025	03/25 - RENTALS	337.62
312843	PUROSERVE	3/20/2025	03/25 - RENTALS	146.39
312844	Quadient Finance USA, Inc.	3/20/2025	03/25 - EQUIPMENT RENTAL	83.54
312845	QUADIENT LEASING USA, INC.	3/20/2025	04/07/25-07/06/25 - POSTAGE MACHINE LEASING	275.74
E019964	REGENTS OF THE UNIVERSITY OF MINNESOTA	3/4/2025	CHECK & CONNECT MANUAL	55.00
312822	REPUBLIC SERVICES #902	3/7/2025	03/25 - WASTE DISPOSAL SERVICE	1,731.34
312846	RICOH USA Inc.	3/20/2025	03/20/25-04/19/25 - COPIER LEASE	5,213.95
E020038	RINGCENTRAL, INC.	3/7/2025	MOBILE USER, SMS REGISTRATION, ETC	181.85
312823	RUBEN DUENAS	3/7/2025	03/10/25-03/13/25 - MEAL PER DIEM - 2025 CCSA CONFERENCE	211.50
312824	RYAN BRADFORD	3/7/2025	03/19/25-03/22/25 - MEAL PER DIEM - 2025 CUE CONFERENCE	171.50
312850	San Fernando Valley Japanese American Community Center	3/27/2025	04/25 - RENT	12,978.00
A022242	SCOOT EDUCATION INC.	3/4/2025	02/10/25-02/14/25 - SUBSTITUTES	16,387.00
A022352	SCOOT EDUCATION INC.	3/7/2025	02/18/25-02/21/25 - SUBSTITUTES	17,834.00
A022647	SCOOT EDUCATION INC.	3/20/2025	03/03/25-03/07/25 - SUBSTITUTES	8,236.00
312851	SFVJLI	3/27/2025	04/25 - RENT	1,850.00
312834	Sparkletts	3/12/2025	03/25 - WATER BOTTLED SERVICE	62.93
E020037	STAPLES	3/7/2025	RULERS, WRISTBANDS, PAPER TRIMMER, RUBBER BANDS	23.61
E020283	STAPLES	3/20/2025	NOTEBOOKS	175.75
STD03/26	Teresa Sale Benefits Consultant	3/27/2025	04/25 - HEALTH PREMIUMS	119,682.66
312810	Think Together	3/3/2025	07/08/24-07/26/24 - INSTALLMENT #2 OF 3, ETC	31,963.67
312825	Think Together	3/7/2025	INSTALLMENT #8 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
312835	TIME WARNER CABLE	3/12/2025	03/25 - INTERNET ACCOUNT# 49301	221.76
P067994	TOP MAIDS IN LA LLC	3/7/2025	02/03/25-02/28/25 - JANITORIAL SERVICES	3,610.00
A022351	TOTAL EDUCATION SOLUTIONS	3/7/2025	10/24 - SPED SERVICES	42,050.00
312811	UNUM	3/3/2025	03/25 - DISABILITY PREMIUMS	1,181.23
A022353	WAXIE SANITARY SUPPLY	3/7/2025	HYGIENE PADS, TAMPONS, FABULOSO, PAPER TOWELS, ETC	2,153.28

623,613.87

Coversheet

Recommendation to Update the YPICS 24-25 Instructional Calendars and File J13 A

Section: V. Items Scheduled For Action
Item: B. Recommendation to Update the YPICS 24-25 Instructional Calendars and File J13 A
Purpose:
Submitted by:
Related Material: 2024-25 J-13 Days and instructional minutes - Sheet1.pdf

School	Instructional minutes	Required minutes	Shortage	Days	Required Days	Shortage
BCCHS	63,860	64,800	-940	177	175	2
MORCS	61,778	54,000	7,778	177	175	2
BCCS	62,428	54,000	8,428	177	175	2

Coversheet

Recommendation to Update YPICS Fiscal Policy for ASB Accounts and Activities

Section: V. Items Scheduled For Action
Item: C. Recommendation to Update YPICS Fiscal Policy for ASB Accounts and Activities
Purpose:
Submitted by:
Related Material: Board Brief Fiscal Policy Update ASB Policy and Activities 04282025.pdf



YPI CHARTER SCHOOLS

April 28, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to update YPICS Fiscal Policy for ASB Accounts and Activities

BACKGROUND

CSD's Recommendations/Comments during the 2023-2024 Oversight Report stated:

To align with the best business practices and for example, page 12 of the California Charter School Accounting and Best Practices Manual (2022-2023) issued by the Fiscal Crisis & Management Assistance Team (FCMAT) states: "It is best practice for charter schools to have the following: o Comprehensive and current governing board policies and administrative procedures regarding accounting, operations, and human resources that provide guidance for school governance and operations beyond what is in the law, including policies, procedures, best practices, and internal controls. o A detailed, comprehensive and user-friendly charter school accounting policies and procedures manual; employee manual; human resources policies and procedures manual; facilities and operations manual; and associated student body manual. o Ongoing training for all staff members." The CSD recommends that YPICS implement detailed and clear ASB policies and procedures which take into consideration the best business practices (e.g., the guidance established by FCMAT), including all areas concerning the school's ASB accounts and activities to ensure that all ASB funds raised and spent are properly approved, accounted for, and monitored.

ANALYSIS

A review of the YPICS Fiscal Policy shows that adding the language below will strengthen the YPICS fiscal practices and procedures governing ASB activities.

“Local Fundraising and Fundraising

- As a public schools YPICS can legally apply for and accept grants.

- The Associated Student Body (ASB) will adhere to YPICS' fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
- YPICS will follow sound fiscal management policies adopted by the Board as it pertains to fundraising income. All cash received is recorded.
- For each fundraising event or other event in which cash or checks will be collected the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event.”

RECOMMENDATION

The Executive Director and COO recommend adding the above language to the YPIC Fiscal Policy immediately after adoption.