Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday August 25, 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 Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoo m link below: https://us06web.zoom.us/j/84612850061

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

Bert Corona Charter School
9400 Remick Avenue Pacoima, CA 91331

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

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

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

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

Notice of Public Hearing

The YPI Charter Schools will conduct a Public Hearing: Sufficiency of Instructional Materials on Monday, August 25, 2025, at 6:00 P.M.

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

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2670 W. 11th Street Los Angeles, CA 90006

Board members will be calling in from:

100 Tilleyway
Hopkinsville, KY 42240

501 S. Bixel Street
Los Angeles, CA 90017

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			

		Purpose	Presenter	Time
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 May 19, 2025 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
E.	Approval of June 30, 2025 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

II. Communications — 6:03 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

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

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

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

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

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

B.	Public Hearing: Sufficiency of Instructional Materials	Discuss	Mary Keipp	5 m

Education Code Section 60119: The YPICS Board continues to encourage participation from parents, teachers, and community members regarding the sufficiency of textbooks and instructional materials for each student attending Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

III. Items Scheduled for Information — 6:08 PM

A.	Board Committee Updates	FYI	Mary Keipp	4 m

1. Board Academic Committee update presented by Committee Chair Cesar Lopez (Next Meeting 9/29/25 at 5:00 PM)

		Purpose	Presenter	Time
	2. Board Finance Committee update presented by Committee Chair, Michael Green (Nothing new to report) 3. Board Technology Committee update presented by Committee Chair, Dean Cho (Nothing new to report)			
B.	YPICS Director of Special Education's Report	FYI	Vashon Nutt	2 m
C.	Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
D.	Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Paul Duran	2 m
E.	Bert Corona Charter High School Executive Administrator's Report	FYI	Max Garcia	2 m
F.	Chief Accountability Officer: Review of Instructional Continuity Plans	Discuss	Ena LaVan	4 m

Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California *Education Code* (*EC*) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. A locally-adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27. These requirements apply to school districts, county offices of education, and charter schools.

G.	Chief Operations Officer's Report	FYI	Ruben Duenas	2 m
H.	YPICS Executive Director Report & LAUSD Notice to Cure Letter RE: HS SPED Program Discussion	Discuss	Yvette King-Berg	5 m
I.	25-26 YPICS Board Calendar Dates	FYI	Mary Keipp	5 m
J.	FY25-26 YPICS Enrollment Updates	FYI	Kevin Myers, Freddy Zepeda, Max Garcia	10 m

Each school executive administrator will present their latest enrollment data, projections, causes for, and action plans to mediate.

1. Bert Corona Charter School

		Purpose	Presenter	Time

2. Bert Corona Charter High School
3. Monsenor Oscar Romero Charter School

K. FY 25-26 Middle School Calendar Updates — FYI — Ruben Duenas — 2 m

The middle school calendars were updated to reflect a change to the first day of school.

IV. Consent Agenda Items — 6:48 PM

A. Background — Vote — 5 m

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removal from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items — Vote — Mary Keipp — 1 m

1. Recommendation to approve 2025-2026 Parent Involvement Policies for YPICS (BCCS, BCCHS, and MORCS).
2. Recommendation to acknowledge filing of Quarter 3 & Quarter 4 Williams Uniform Compliant Reports to LACOE.

V. Items Scheduled For Action — 6:54 PM

A. Recommendation to Approve Resolution 2025-1: Sufficiency of Instructional Materials — Vote — Ena LaVan — 5 m

This is a recommendation to approve Board Resolution 2025-1: Sufficiency of Instructional Materials.

B. CCU Credit Cards Changes: Close and Open Accounts — Vote — Ruben Duenas — 5 m

This is a recommendation to approve the closing of Yolanda Fuentes' California Credit Union school credit card and the opening of Max Garcia's California Credit Union school credit card with a limit of $5,000.

VI. Announcements — 7:04 PM

		Purpose	Presenter	Time
A.	Next Board Meeting	FYI	Yvette King-Berg	2 m

The next YPICS Regular Board Meeting is scheduled for Monday, September 29, 2025.

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

A.	Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of May 19, 2025 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of May 19, 2025 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on May 19, 2025

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
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2670 W. 11th Street Los Angeles, CA 90006

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

Trustees Absent
M. Green, S. Mendoza

Guests Present
E. LaVan, F. Zepeda, I. Castillo, K. Gamez (remote), K. Myers (remote), R. Bradford, R. Duenas, Sandra Mendoza, V. Nutt, Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday May 19, 2025 at 6:16 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of April 28, 2025 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 04-28-25.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A.

Board Committee Updates

B. YPICS Director of Special Education's Report

The Director of Special Education reported that the MORCS DVR went well as exemplified from the Special Education Divisions Letter Below:

May 7, 2025

Monsenor Oscar Romero Charter School

RE: Successful Completion of 2024-25 District Validation Review (DVR)

Dear Principal,

I am pleased to inform you that your school has successfully completed the 2024-25 District Validation Review (DVR).

Congratulations on this achievement! During the review process, the LAUSD DVR team identified one or more instances of non-compliance at your school. As a result, a corrective action plan was developed and shared with your administration.

After careful evaluation, we can confirm that: (1) All identified instances of non-compliance have been fully rectified; (2) Your school has satisfactorily addressed all concerns raised during the DVR; (3) No additional documentation or further action is required at this time.

This successful completion of the DVR process demonstrates your school's commitment to maintaining high standards and ensuring compliance with district policies. We appreciate your dedication and the hard work of your staff in addressing these matters promptly and effectively.

Once again, congratulations on this accomplishment. We look forward to your continued success in providing quality education to our students.

Sincerely,

Anthony Aguilar
Chief of Special Education and Specialized Programs

Jose Soto, Ed.D.
Executive Director
Division of Special Education

C.

Bert Corona Charter School Executive Administrator's Report

Instruction & Performance Data

ELPAC Most of our ELPAC scores have come in and things are looking great! Our prediction right now is that we will have a 33% reclassification rate, which is a fantastic achievement!.

Co-Planning and Co-Teaching Update: We are excited with the progress we have made in our co-teaching initiative this year and even more excited about the buy-in we have from staff to continue to improve and refine this practice. Last week, we split our instructional staff into two rooms, one room for Gen Ed teachers and one for support staff and resource/EL teachers. We used a CFG protocol called The Futures Protocol to reflect on our implementation this year and how we can improve for next year. This protocol has participants imagine that we are a year in the future. We discuss our “current” state of success (where we hope to be in May 2026) and how we “got there” (action steps we feel we need to enact to help us improve over the course of the next year). Finally, we reflect on the challenges we “were experiencing last year” that are no longer an issue (these are actual current challenges or barriers).

The protocol was very effective and I was very pleased with my group. We laughed a lot as we shared our thoughts for the future because people kept speaking in the wrong tense (past, present, future). We came up with a lot of great ideas and action steps and everyone was very solutions-oriented. I heard that the other group had a great experience with the protocol as well.

i**Ready and CAASPP**.
We are currently in the middle of our CAASPP testing window, and kids are working their way through their math assessments this week (May 13-16) and ELA assessments next week (May 20-23). With our strong iReady results, we are expecting to see strong growth in ELA, as well as growth in math.

iReady Reading:
Results for our students are below, but here are some highlights from this year of diagnostics: ● All Grade Levels and Subgroups hit our two major metrics: at least 100% typical growth and at least 51% of students achieving improved placement.
● Schoolwide, we hit 142% typical growth with 62% of students hitting their growth goals.
● Schoolwide, our ELs hit 111% of their typical growth and 51% of them had improved placement.
● Similarly, our students with special needs hit 133% of their typical growth and 59% had improved placement.
● At the beginning of the year, 72% of our students were 2 or more grades below and at the end of the year, only 52% were 2 or more grade levels below.
● 5th Graders hit the “High Performing, High Growth” quadrant of the growth report.

● 5th Graders hit 200% of their typical growth with 67% of students meeting their typical growth goal.
● 5th graders hit 91% of their stretch growth, and 56% of them demonstrated improved placement.
● In 7th grade, our students hit 189% typical growth overall with 67% of students achieving improved placement.
● One of our cohorts in 7th grade had 275% typical growth with 72% of students hitting improved placement and in another, they had 241% typical growth with 73% of students attaining improved placement.
● One of our 8th grade cohorts hit 167% typical growth with 62% improved placement.
● Our leadership class 7th graders demonstrated their leadership with 333% typical growth and 93% of them achieving improved placement!

Areas of Need/Growth:
Although overall we hit our goals, there were a couple of cohorts with ELs did not stay on track with the Gen Ed population. We need to continue to work with those teachers to ensure the proper supports and approaches are in place

iReady Math: Results for our students are below, but here are some highlights from this year of diagnostics:
● Overall, we hit 107% typical growth in math as a school
● 7th grade students hit 167% typical growth in math with 66% of them achieving improved placement.
● 5th graders hit 115% of their typical growth.
● One of our 7th-grade cohorts hit 289% typical growth and 93% of the students demonstrated improved placement! This teacher's other cohort hit 200% typical growth with 70% of students demonstrating improved placement.

Areas of Need/Growth:
● Our 6th graders did not perform on par with all other students; in this grade level, most cohorts did not achieve their typical growth. We will need to focus on support for our 7th graders during next school year so we can ensure they hit their goals and we see strong growth on next year's iReady and CAASPP as we prepare for renewal.
● Although the grade as a whole performed well, only 27% of students with special needs in 8th grade hit their typical growth. We will need to work with these teachers to ensure all learning supports are in place to help all students achieve.
● Schoolwide, our ELs and SWDs did not hit their typical growth in math. We will work to integrate more language supports and accommodations in our math classes.

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

Academic Achievement Update -

ELPAC English Language Proficiency Update: ELPAC and ELPI Progress We are pleased to share an update on the progress of our English Learners, focusing on ELPAC performance and projected growth based on the English Learner Progress Indicator (ELPI).

ELPAC Performance Summary
Our latest ELPAC results show encouraging trends in English language development. The overall distribution of student scores is as follows:
● Level 1 (Minimally Developed): 20.41%
● Level 2 (Somewhat Developed): 24.49%
● Level 3 (Moderately Developed): 35.71%
● Level 4 (Well Developed): 19.39%

We are particularly encouraged that over 55% of our English Learners scored at Level 3 or 4, indicating readiness for academic success and language reclassification. Based on these results, 19 students have already met the ELPAC criterion for reclassification eligibility. We are currently reviewing academic and teacher input data to determine which students meet the full reclassification criteria, and are optimistic that many, if not all, of these students will be successfully reclassified

English Learner Progress Indicator (ELPI) This year, we are projecting that 47.9% of English Learners will demonstrate ELPI growth. This is a slight decline from last year's growth rate of approximately 67%. While this represents a dip in year-over-year progress, we are encouraged by notable successes within grade-level cohorts:
● 8th Grade: 70% expected to meet ELPI growth
● 6th Grade: 42% expected to meet growth
● 7th Grade: 32.3% expected to meet growth

Although the overall percentage is lower than last year, we anticipate landing in the Orange performance band on the California School Dashboard, reflecting moderate progress and providing a clear focus for continued improvement efforts.

We remain committed to supporting English Learners through high-leverage instructional strategies, targeted interventions, and continuous monitoring of student progress to ensure we are meeting their language development and academic needs.

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

Academics
Students are still in the middle of the barrage of exams students take in high school in May. Students are or have taken the following exams: ● NWEA Maps (all students) ● Smarter Balanced Assessment (11th grade) ● CAST (10, 11, and 12) ● AP Spanish (11, and 12) ● AP Environmental Studies (11, and 12) ● AP Biology (11, and 12) ● ELPAC (English language learners)

Community Schools and Culture and Climate BCCHS was not awarded the $25,000 grant from Great Public Schools Now (GPSN). BCCHS will still be offering a summer program for students to do credit recovery, and participate in enrichment opportunities focusing on college preparedness, art, sports, service, and leadership development. The Summer Program will be 24 days long and run from 8:45am to 12:45pm and include a snack.

Operations Based on student growth (students with disabilities), BCCHS is eligible for an additional space/room. During the 24-25 school year, BCCHS had 100% use of 16710.48 square feet of space. In the 25-26 school year, BCCHS will have 16,757.94 square feet of space. Unfortunately, the Prop 39 pro-rata share has increased from $13.22 to $16.05 per square foot for a 21.4% increase. The increase in cost will have a negative impact on the school budget.

School Culture and Climate

Safety

A new Tick Tok trend has emerged. The “challenge” encourages students to insert lead or metal into chromebooks, which can cause the devices to overheat, start smoking, catch fire, or explode. Staff is working on communication with the school community, training for staff on how to respond, and purchasing additional safety equipment to be able to respond to this new potentially dangerous scenario.

Senior Awards Knights Students were recognized for their academics, leadership, and athletic achievements in front of their loved ones on May 6, 2025 in the Maclay Multipurpose Room. Families were also able to enjoy a meal together. Students were recognized for being valedictorian (3), Academic high honors and honors, and varsity letters.

F. Chief Accountability Officer's Report

Accountability Update from the May 7th CA State Board of Education Meeting
The SBE has been working on an integrated accountability plan to provide transparency for the public on the performance of public schools in the state. At the SBE meeting on Wednesday, May 7th, the Analysis, Measurement & Accountability Reporting Division (AMARD) from the CDE provided several updates on its work, some of which may have a negative impact on charter schools. The SBE will be taking action on these items at its July 9-10 meetings. The subjects include:

- Modifications to the College/Career Indicator on the CA Dashboard
- Incorporation of the Growth Data for grades 4-8 into the CA Dashboard

● Differentiated Assistance Outcomes for Long-Term English Learners
● Incorporation of the Science Indicator for LCFF eligibility criteria
● DASS application and renewal criteria
● Review of LCFF Priority 1 Teacher Assignment Data We will be monitoring these items as they may pose significant challenges to charters since the renewal tracks under AB1505 are based on the CA Dashboard.

2025 CA School Dashboard Local Indicator Reporting
The CDE will be opening the myCDEconnect portal on June 2, 2025 for submission of the Local Indicators for the CA School Dashboard. LEAs are required to complete the Local Indicator Self-Reflection process and upload their responses/scores via the portal. The Local Indicators for YPICS schools will be presented to the local governing board at the same regular meeting in June where the 2-25-26 LCAPs will be adopted.

Instructional Continuity Plan (ICP)
There is a new requirement for LEAs in relation to the annual review of the Comprehensive School Safety Plan (CSSP). “Senate Bill 153, Chapter 38, adds a provision to California Education Code requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. A locally-adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27”. The ICPs for YPICS schools will be brought to the governing board for review and approval at the June meeting.

LCAP Development

All YPICS schools are continuing their engagement with educational partners as required in the Ed Code for review of the LCAPs. Of note is the requirement for a needs assessment focused on use of the Learning Recovery Emergency Block Grant (LREBG) funds through the 2028 fiscal year.

All YPICS schools used the LREBG Needs Assessment & Resource template provided by the California Statewide System of Support beginning in November 2024 to engage with various educational partners on the needs of students to address performance on state assessments in English/language arts and mathematics, as well as chronic absenteeism.

As schools continue engagement efforts and budget development, sections may change before final local governing board approval in June 2025.

G. YPICS Executive Director Report

Governor Newsom's May Revise (2025-26 Budget):

A Sobering Outlook:
The report highlighted the revised budget's somber view, with a projected deficit of around $12 billion. This was attributed to factors like a "Trump Slump," tariffs, and a decline in international tourism, which resulted in a significant drop in state revenues.
Balancing the Budget: The report would have noted the proposed solutions to bridge the deficit, including withdrawing from state General Fund Reserves and making programmatic reductions.

Protection for TK-12 and Community Colleges:
A key point of the report included a focus on K-12 and community college because they were largely protected from the most severe cuts, in contrast to other state agencies. The Governor's proposal maintained funding for key initiatives and a cost-of-living adjustment (COLA).

Proposition 98 Changes: The report detailed the revisions to Proposition 98 funding. The overall funding for Proposition 98 was projected to increase by a smaller amount than previously anticipated. The revise also proposed a change in how funding from the universal transitional kindergarten (UTK) "rebench" is distributed, directing the full amount to TK-12 education instead of splitting it with community colleges.

Other Cuts: The report mentioned other significant cuts in the budget that, while not directly impacting TK-14 education, could have a ripple effect on students and their families. These cuts were primarily in healthcare (Medi-Cal), social services (CalWORKs, In-Home Supportive Services), and housing programs.

H. Public Hearing on 2025-26 Local Control and Accountability Plans & Federal Addendums

The purpose of the hearing is to present information regarding the proposed 2025-2026 Local Control Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School. Information related to the proposed 2025-2026 budgets for the YPI Charter Schools and all schools listed above will also be presented. YPICS encourages input from parents, teachers, and community members before the Board approves the LCAPs and school budgets at the June 30, 2025, board meeting.

IV. Consent Agenda Items

A. Background

B. Consent Items

C. Lopez made a motion to approve the consent items (SELPA Letter to LAUSD to Preserve Rights and Establish AD HOC Committee for YPICS Board Nominations).
D. Cho seconded the motion.

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

Roll Call

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

V. Items Scheduled For Action

A. FY24-25 April YPICS Financials

C. Lopez made a motion to approve the April 2025 YPICS financials and check registers as submitted.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Recommendation to Approve 25-26 YPICS Calendars

D. Cho made a motion to approve the 25-26 YPICS calendars.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. FY25-26 ExEd Contract for Services

W. Njboke made a motion to approve the FY25-26 ExEd contract.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Lopez	Aye

Roll Call

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

VI. Closed Session

A. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Team

The Board moved into Closed Session at 7:37 PM.

B. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Director

The Board moved into Closed Session at 7:37 PM.

VII. Open Session

A. Action Taken in Closed Session

Open Session reconvened at 8:04PM.

Board Chair Mary Keipp reported no action was taken in Closed Session.

VIII. Announcements

A. Next Board Meeting

The next regular board meeting will be Monday, June 9, 2025.

B. YPICS Middle School Culmination and High School Graduation Celebrations

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:05 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of June 30, 2025 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	E. Approval of June 30, 2025 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on June 30, 2025

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

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2670 W. 11th Street Los Angeles, CA 90006

Trustees Present
C. Lopez, D. Cho, M. Green, M. Keipp, W. Njboke

Trustees Absent
S. Mendoza

Guests Present
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 Jun 30, 2025 at 6:14 PM.

C. Additions/Corrections to Agenda

There were no additions to the agenda.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

B. Public Hearing on 2025-26 Local Control and Accountability Plans (LCAP)-Final

The purpose of the hearing is to present information regarding the proposed 2025-2026 Local Control Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School. Information related to the proposed 2025-2026 budgets for the YPI Charter Schools and all schools listed above will also be presented. YPICS encourages input from parents, teachers, and community members before the Board approves the LCAPs and school budgets at the June 30, 2025, board meeting.

The Public Hearing on the 25-26 Local Control and Accountability Plans took place, and there was no Public input.

III. Items Scheduled for Information

A. Board Committee Updates

Board Treasurer & Fiscal Committee Chair Green reported that the budget committee met today at 5:00 PM to review the final budgets for FY 25-26 and other financial matters, which were voted upon during the fiscal action items on today's agenda.

Board Vice-President & Academic Committee Chair Lopez reported that he will convene an Academic Committee in July or August to take a deeper dive into all school academic outcomes and review updated School Academic Success Plans.

Board Member and Technology Committee Chair Cho gave an update on the e-rate cycle and strategic planning for the next round of e-rate for YPICS. He will reconvene the committee once the committee confirms dates for the 25-26 school year.

B. YPICS Director of Special Education's Report

The Director discussed the challenges with IEP completion and provided the Board with the final updated documentation of IEP completion for the CDE by school.

IEP Implementation System (CDE): Submission Approved 3 messages IEP Implementation System Wed, Jun 11, 2025 at 1:58 PM To: vnutt@ypics.org Hello, Los Angeles Unified SELPA has reviewed the IEP Implementation submission for **Bert Corona Charte**r. The submission has been Approved and no further action is required. Thank you, The IEP Implementation System Team.

IEP Implementation System Wed, Jun 11, 2025 at 1:58 PM To: vnutt@ypics.org Hello, Los Angeles Unified SELPA has reviewed the IEP Implementation submission for **Bert Corona Charter High**. The submission has been Approved and no further action is required. Thank you, The IEP Implementation System Team

IEP Implementation System Wed, Jun 11, 2025 at 1:58 PM To: vnutt@ypics.org Hello, Los Angeles Unified SELPA has reviewed the IEP Implementation submission for **Monsenor Oscar Romero Charter Middle.** The submission has been Approved and no further action is required. Thank you, The IEP Implementation System Team

C. Senior Director of Community School Partnerships Report

As we close out the 25-26 school year each Coordinator of Community Schools and prospective stakeholders completed the required California Community Schools Partnership Program (CCSPP) Annual Performance Report (APR). The APR served as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the

CCSPP grant for the California State Legislature. Each school coordinated key Needs and Assets Assessment activities, met with their shared decision-making teams to ensure participation from students, staff, families and community partners.

Additionally, this year the report required developing a school site sustainability plan. Although each school worked on the sustainability plan and included details with their vision to sustain this work, the overall organization goals and vision still need to be included within each plan. This sustainability plan is a working tool to support schools and lead LEA's identify key areas to sustain and develop core strategies to do so.

D. Bert Corona Charter School Executive Administrator's Report

Instruction: CAASPP: As of our most recent report, we achieved the following growth for the year on CAASPP: Met or Exceeded ELA 28%, Math 10%, Science 8%. This indicates a 4% increase in ELA, a 2% increase in math, and we maintained performance in science.

We are currently working on our strategic plan to address our areas of need during the 2025-26 school year. We are excited that our numbers have increased, and we will continue to work to achieve more growth during the 25-26 school year.

Strategic Planning: We are currently engaged in our strategic planning process for the 25-26 school year. Each June, our team takes time to dig into all of our data to identify trends, equity gaps, areas of success, and areas of need. From that, all of our school-based teams create an action plan/logic model for the work they need to do to address our equity gaps and our areas of need. This year, we determined that we would have the following areas of focus as a school:

1. Creating a culture of Academic Excellence.
2. Data-driven decision making (quantitative and qualitative).
3. Refine systems and document supports while working towards implementation fidelity.
4. Building a more connected, interdisciplinary culture that fosters cross-sector collaboration.

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

Academic Achievement Update - CAASPP and CAST CAASPP Performance Overview (2024-2025 Projections) Based on the preliminary results from the released student score reports, our projected performance on the 2024–2025 CAASPP assessments shows incremental progress in both English Language Arts (ELA) and Mathematics. While our school continues to face persistent academic challenges, particularly among specific

student subgroups, these early indicators suggest that some of our targeted instructional efforts are beginning to take root.

For English Language Arts, 28.52% of students across all grade levels scored at or above the proficiency threshold, which represents a 1.32 percentage point increase from 27.20% in the previous school year. This improvement, although modest, is a step in the right direction and reflects the hard work of our educators in implementing more consistent literacy strategies and standards-aligned instruction. However, subgroup data reveal significant disparities that must remain a top priority. Among English Learners, only 2.04% met the proficiency benchmark in ELA, underscoring the urgent need for strengthened designated and integrated ELD instruction. For Students with Disabilities, 13.16% scored proficient in ELA—this is a notable indicator that some interventions may be yielding results, though we recognize there is much more work to be done.

In Mathematics, the data indicate a similarly gradual increase in overall performance. Our school wide proficiency rate rose from 9.19% last year to 10.07% this year, an improvement of 0.88 percentage points. Although the growth is minimal, we are confident that we can use our experiences from the 24-25 school year to enhance our approach for the 25-26 school year in the area of Mathematics. As with ELA, the mathematics performance of key subgroups remains deeply concerning. Only 2.04% of English Learners scored proficient, and 0% of Students with Disabilities reached the proficiency level in mathematics. These outcomes highlight the pressing need to continue strengthening Tier I instruction while providing intensive, targeted support for students who are most at risk of falling behind.

The results underscore the importance of continuing to align our instructional practices with data-driven decision-making. Over the past year, our school has prioritized the implementation of interim assessments in ELA, and our plan is to implement IABs and FIABs throughout the 25-26 school year to make sure that we are preparing our students for success in the CAASPP and ELPAC tests. While these efforts are still being refined, we are beginning to see early indicators of impact in overall student performance.

Moving forward, we are committed to using this data not only to celebrate incremental gains but also to inform our priorities for professional development, instructional coaching, and student support services. The achievement gaps reflected in our projections demand a responsive and collaborative approach—one that ensures every student, regardless of background or ability, has access to high-quality, rigorous, and inclusive instruction.

Culture and Climate During the 2024–2025 school year, Monseñor Oscar Romero Charter School (MORCS) made significant strides in strengthening our school culture and climate, with a strong emphasis on positive behavior reinforcement and restorative practices. Through our continued implementation of Positive Behavioral Interventions and Supports (PBIS) and a deepening commitment to restorative justice, we saw a dramatic

reduction in disciplinary incidents and an increase in student engagement with our core values.

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

Academics In both math and reading, BCCHS students overall reached a level of low achievement and high growth quadrant, as well as the 9th, 11th, and 12th grades. The 10th grade was in the low achievement and low growth quadrant. Staff is still analyzing the data and will report out at the next meeting.

Summer Program: An average of 45 students attend the Summer Program each day. Students are participating in a variety of learning and enrichment activities, including credit recovery, college readiness, cheer/dance, conditioning, silk screening, and other arts activities.

Prop 39 BCCHS will have an additional room for the 225-26 school year. Staff will have access to room 38A. Staff is still finalizing plans for how the room will be used. Most likely, the additional RSP teacher and EL/Reading specialist will share the room. Based on the newly signed Shared Use Agreement, BCCHS will also have access to the weight room all day on Wednesdays through Friday. Access to the weight room on these days will support the physical education and athletic program tremendously.

Safety The Pacoima and Sylmar communities have experienced an increase in ICE activity since the last day of school. Incidents have occurred around the neighborhood and at the Lowe’s in Pacoima and Home Depot in Sylmar. We are not aware of any incidents that have directly affected BCCHS students or families. Three families have informed the school that their student will not attend the summer program out of fear.

Sports Staff will be working through the summer to try to add Flag Football to the sports program. Local charter high schools are working together attempting to organize a non-CIF league. More information will come as the summer progresses.

G. Chief Accountability Officer's Report

The Chief Accountability Officer has been leading the work on the LCAPs and the Local Accountability Indicators. Therefore, there was no separate report for June 2025.

H. YPICS Executive Director Report

The YPICS Leadership Team is hard at work preparing for the 2025-2026 School Year. We are so excited about the opportunities ahead for our students. For the 2025-2026 school year, we're focusing on three key areas to help every student reach their full potential.

Enhancing Academic Excellence

We're implementing new strategies and resources to give our students the tools they need to succeed. Our primary focus is on enhancing writing literacy across all disciplines to improve ELA outcomes and **math achievement**, utilizing new instructional methods to build strong skills and confidence. We're also working to create a **unified educational vision** across all our schools, so every student has a consistent and high-quality learning experience, regardless of their classroom.

Cultivating a Welcoming and Inclusive Community

A successful learning environment is about more than just academics. We're committed to **fostering a supportive and inclusive community** where every student, family, teacher, and staff member feels valued, respected, and ready to thrive. Your partnership is essential, and together, we can create a space where everyone feels a sense of belonging.

This work is a team effort, and everyone's dedication is crucial. We are Thankful for everyone's continued support and for being such a vital part of the YPICS community. We look forward to a year of growth, learning, and success for every one of our scholars.

IV. Consent Agenda Items

A. Background

B. Consent Items

M. Green made a motion to approve all four consent agenda items (25-26 Homeless Education Policies, 25-26 Slate of YPICS Board of Trustees, iReady Contract, and 25-26 CharterSafe Contract).
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

C. Consent Items

V. Items Scheduled For Action

A. LCAPs (BCCS, MORCS, and BCCHS)

M. Green made a motion to approve the LCAPS.

W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Local Indicators for CA Dashboard (BCCS, MORCS, and BCCHS)

M. Green made a motion to approve the Local Indicators for California Dashboards for Bert Corona Charter School, Bert Corona Charter High School and Monsenor Oscar Romero Charter School.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Approval of FY24/25 May Forecast

C. Lopez made a motion to approve the FY24-25 May Forecast.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Approval of FY25-26 YPICS Budgets for BCCS, MORCS, and BCCHS

W. Njboke made a motion to approve the FY25-26 YPICS budgets for Bert Corona Charter School, Bert Corona Charter High School, and Monsenor Oscar Romero Charter School.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Approval of FY 25/26 Consolidated Application for Funding for BCCS, MORCS, and BCCHS

M. Green made a motion to approve the FY25-26 Consolidated Application for Funding for Bert Corona Charter School, Bert Corona Charter High School, and Monsenor Oscar Romero Charter School.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

F. Approval of FY25/26 EPA Spending Plans for BCCS, MORCS, and BCCHS

C. Lopez made a motion to approve the FY25-26 EPA Spending Plans for Bert Corona Charter School, Bert Corona Charter High School and Monsenor Oscar Romero Charter School.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

G. Approve 25-26 Staff Rosters

C. Lopez made a motion to approve 25-26 Staff Rosters.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

VI. Closed Session

A. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Team

The Board of Directors moved into Closed Session at 7:22 PM.

B. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Director

The Board of Directors moved into Closed Session at 7:22 PM.

VII. Open Session

A. Action Taken in Closed Session

The Board of Directors reconvened Open Session at 7:26 PM. Board Chair, Mary Keipp reported no action was taken.

VIII. Announcements

A. Next Board Meeting

The next regular board meeting will be Monday, August 25, 2025.

B. YPICS Middle School Culmination and High School Graduation Celebrations

June 5 BCCHS	June 6 BCCS	June 6 MORCS
6:00 PM	6:00 PM	4:30 PM
Maclay Bonnie Green	The L	Monica Garcia Plaza

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:54 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

YPICS Director of Special Education's Report

Section: III. Items Scheduled for Information
Item: B. YPICS Director of Special Education's Report
Purpose: FYI
Submitted by:
Related Material: YPICS SPED Director Report 8_25_2025.pdf

YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION

Submitted by: Vashon Nutt

August 25, 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 August 2025.

# of Students with Disabilities Enrolled			
August 2025			
School	Total SPED Count	Total Population	% of Total Student Population
BCCS	85	343	25%
BCCHS	54	194	28%
MORCS	30	279	11%
Total SPED Enrollment	169	816	21%

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

# of Students with Low Incidence Eligibility			
August 2025			
School	Count	% of total SPED Population	% of total Student Population
BCCS			
BCCHS			
MORCS			
Total SPED Enrollment			



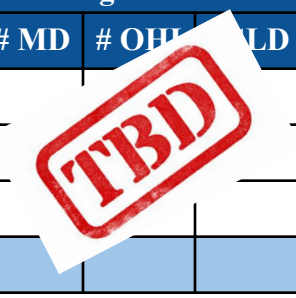
The following is the percentage of students identified as having a high-incidence disability. High-incidence disabilities occur more frequently among those with disabilities and make up 80% of total disabilities. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment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

# of Students with High Incidence Eligibility			
August 2025			
School	Count	% of total SPED Population	% of total Student Population
BCCS			
BCCHS			
MORCS			
Total SPED Enrollment			



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

August 2025										
School	#AUT	#ED	#HOH	# MD	# OHI	LD	#SLI	#VI	#OI	# ID
BCCS										
BCCHS										
MORCS										
Total										



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)
Special Education Partners	LVN - Total care for student
The Classroom Crew	Adaptive PE Teacher

BEHAVIOR SERVICES-OUTSIDE VENDORS

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

The following is the number of staff who currently serve as BII, BID, and Adult Assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	3 BII (1 open Para position)
BCCHS		4 BII (1open BII position)
MORCS		3 BII
BID Services Now being provided by our School Psychologists		

New Hires for the 25-26 School Year

- *School Psychologist (YPICS)* ***HIRED***
- *Resource Specialist Teacher (MORCS)* ***HIRED***
- *Resource Specialist Teacher (BCCHS)* ***HIRED***
- *Three (2) Paraprofessionals - Part-time (BCCS)* ***2 HIRED***

Remaining Open Positions

- *Behavior Intervention Implementation (BII) (BCCHS)*
  - An additional BII/Paraprofessional will support incoming students with intensive academic needs
- *One (1) Paraprofessionals - Part-time (BCCS)*
  - Due to the large number of incoming students with IEPs, additional Paraprofessionals are required.

25-26 COMPLIANCE MONITORING

- **Bert Corona Charter High School** has received a **Notice to Cure** for Special Education Noncompliance (see attached). Bert Corona Charter High School had a significant number of overdue IEP meetings and non-compliant service delivery last school year.

Although significant efforts were made to resolve the issues, several still remained into the month of July.

We are currently preparing to respond to the Notice to Cure by the due date of September 3, 2025.

In addition, we have and continue to take proactive steps to remain in compliance with IEP timelines and special education service delivery.

- **Bert Corona School** will participate in DVR during the 25-26 school year.
- **Bert Corona High School** will participate in the 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
  - **Year 1 - COMPLETED JUNE 30, 2025**
  - **Year 2 -** 25-26 School year
    - Compliance and Improvement Monitoring Process (CIM) - ***TBD***

The Director of Special Education conducts special education compliance monitoring, school site leads, and Coordinators of Instruction.

PROFESSIONAL DEVELOPMENT

The following professional development topics were provided to new teachers and returning teachers and staff during Summer Professional Development:

- Special Education 101: What Everyone Needs to Know About Special Education July 31, 2025
- Co-teaching PD - Effective Planning: Co-Planning and Co-Teaching August , 2025
- Accommodations and Modifications for Students with Special Needs August 4, 2025
- De-escalation Strategies: Navigating High-Stress Situations August 6, 2025
- SPED/BII Training - Data Tracking and Data Collection August 25, 2025

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

Staff check-ins during para shortage fail to fulfill IEP, reduce teen's behaviors

Case name: In re: Student with a Disability, 125 LRP19835 (SEA GU 05/29/25)

Ruling: The Guam Department of Education determined that a school violated the IDEA when it failed to properly implement the IEP of a middle schooler with an undisclosed disability. Because the school had already taken corrective action, the Guam ED ordered the school to ensure its compliance with the student's IEP

What it means: Staff shortages won't excuse the failure to implement a student's IEP. To ensure staff vacancies don't impede FAPE, a district should consider creating a contingency plan that will enable it to follow the provisions of the IEP as closely as possible. Here, check-in support from teachers, administrators, and the school counselor didn't sufficiently replace the 420 minutes per day of paraprofessional support required by the student's IEP. Had the school instead hired a substitute teacher or assigned an existing staffer to provide one-on-one support throughout the day, it may have been more successful in addressing the teen's behaviors.

Summary: A shortage of paraprofessionals in Guam caused a school to deny FAPE to a seventh-grader with an undisclosed disability. The Guam ED concluded that the school violated the IDEA when it failed to provide the student the 420 minutes daily of paraprofessional support required by his IEP for almost an entire school year.

Under the IDEA, a district must implement a student's as written. This is because the failure to materially implement the IEP may result in a denial of FAPE. The school violated this requirement, the Guam ED determined.

According to the student's IEP, he was entitled to 420minutes of paraprofessional support per day. He required this level of supervision and support to stay on task, follow school and classroom rules, address his behaviors, and cope with triggers. However, the Guam ED found that due to a shortage of paraprofessionals, the student did not receive paraprofessional support from August 2025 through April 6, 2025.

The Guam ED acknowledged that the school implemented a contingency plan. The evidence showed that teachers provided the student check-in support during instructional time. Additionally, administrators, the crisis response team, and the school counselor provided the student check-in support during lunch and other non-instructional time, the GuamED noted. Nonetheless, "those supports do not completely comply with [the student's] IEP," the Guam ED wrote. It also highlighted that due to the inconsistent implementation of paraprofessional support, the student experienced some altercations with peers.

Although the Guam ED concluded that a FAPE violation occurred, it declined to order corrective action. It observed that the school had already assigned a paraprofessional to the student beginning on April 7. It instructed the school to ensure its compliance with the student's IEP going forward.

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:	25-26 BCCS EA BoD Report (August).docx.pdf

BERT CORONA CHARTER SCHOOL

Board Report
Dr. Kevin Myers, Executive Administrator
August 25, 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.

Preparations for our school year started in June 2025, right after the 24-25 school year ended. Over the summer, we engaged in a Strategic Planning series that guided our site team through a reflection, data analysis, equity gap analysis, then creation of a plan for the school year. We started off by reviewing our LCAP, community schools documents, sections of our charter petition, and some of our foundational vision documents. We then started digging into all of our data, identified our equity gaps, gathered feedback from all stakeholders, then set goals and areas of focus for the year that aligned with our LCAP. The entire process, including monitoring, can be seen in the image below:



After we identified our goals, each team created a logic model, plan, and timeline for our work this year. We meet every 5 weeks to monitor our progress and to share that progress with our teams and other stakeholders. An executive summary of our strategic plan will be shared with our staff and families.

BERT CORONA CHARTER SCHOOL

Through our strategic planning and data analysis efforts, our team landed on the following areas of focus for the 2025-26 school year. These focus areas were identified to address specific equity gaps identified in our data review, and they are areas that can be supported from all departments and teams on campus. Moreover, they are areas of focus that align with the YPICS goals of strong math instruction for all students and subgroups, and implementing writing across the curriculum.

Based on our data review, what should our areas of focus be for next school year? NOTE: Our areas of focus should be based on identified equity gaps!	
Focus Area 1:	Creating a culture of academic excellence.
Focus Area 2:	Data-driven decision making (both qualitative and quantitative)
Focus Area 3:	Refine systems and document supports while working toward implementation fidelity
Focus Area 4:	Building a more connected, interdisciplinary culture that fosters cross-sector collaboration.

Based on our findings and with these focus areas in mind, each departmental team met and created their own logic model and plan to help us meet school goals. Departmental Goals are as follows:

	Instruction	Community Schools	Parents and Operations	School Culture and Climate
Goal 1	Produce comparably high academic achievement and other positive outcomes for all students on all achievement indicators.	The CS department will collect 100% data as part of their collection plan, and they will meet to review this data monthly.	Reduce chronic absenteeism: 20% of less students wil lbe chronically absent in the 25-26 school year.	Increase implementation fidelity of PBIS Tier 1 by 20% each quarter.
Goal 2	Provide teachers with consistent	Offer expanded	School-wide	Achieve a

BERT CORONA CHARTER SCHOOL

	and effective coaching and professional development through collaboration with other departments.	learning opportunities that align with school day efforts to at least 40% of BCCS students.	attendance will be 95% or better.	minimum score of 3 on the CASEL SEL Walkthrough Tool
Goal 3	Refine the structure of Co-Planning to create a culture of accountability and collaboration.	Reduce chronic absenteeism: 20% of less students wil lbe chronically absent in the 25-26 school year (focus on tier 2)	Offer a variety of opportunities for parents to engage, including 50% of parent meetings having a virtual option for attendance.	By the end of the year, 100% of staff in the classroom will use designated policies and procedures, resulting in a 20% increase in classroom managed behaviors compared to the 24-25 school year.
Goal 4	Reintroduce a presentation of learning (POL) in advisory.			

Here is an example of a full logic model and plan. We used the WASC logic model as a template for our department plans this year:

BERT CORONA CHARTER SCHOOL

ACTION PLAN/LOGIC MODEL:

Goal 1: Produce comparably high academic achievement and other positive outcomes for all s all achievement indicators.	
Rationale: Critical Need/Equity Gap	- Student groups (SPED/EL) underperforming - Low performance and slow growth in Math - Low writing abilities
Supporting 2024-25 Data	- 23-24 8% proficiency CAASPP Math. - 24-25 10% proficiency CAASPP Math - Low SPED/EL scores on CAASPP - 6G performance - CERS writing scores

Quarterly Growth Targets	

EOY	• CAASPP
	  ○ 35% proficiency on ELA
	  ○ 15% proficiency on Math
	  ○ 15% proficiency on Science
	  ○ DFS: Achieve Yellow placement on 5x5 for ELA
	  ○ DFS: Achieve Yellow placement on 5x5 for Math
	• ELPAC
	  ○ Reclassification Rate: 30%
	  ○ Remain at Blue placement on 5x5 for ELPI
	• IReady Pathway Lessons
	  ○ 74 Reading Lessons
	  ○ 74 Math Lessons

April	• IREADY
	  ○ 100% School-Wide Median Typical on IReady D3
	  ○ 60% of students demonstrated Improved Placement
	  ○ 60% of students met typical growth
	• IReady Pathway Lessons
	  ○ 62 Reading Lessons
	  ○ 62 Math Lessons
	• Grades
	  ○ No more than 3 students/advisory on contract

December	• IREADY
	  ○ 100% School-Wide Median Typical on IReady D3
	  ○ 60% of students demonstrated Improved Placement
	  ○ 60% of students met typical growth

BERT CORONA CHARTER SCHOOL

	• IReady Pathway Lessons
	  ○ 32 Reading Lessons
	  ○ 32 Math Lessons
	• Grades
	  ○ No more than 3 students/advisory on contract

October	• IReady Pathway Lessons
	  ○ 20 Reading Lessons
	  ○ 20 Math Lessons
	• Grades
	  ○ No more than 3 students/advisory on contract

Schoolwide Learner Outcomes Addressed	Lifelong Learner College Ready
Impact on student learning of academic standards, schoolwide learner outcomes, and critical learner needs	Goal is specifically about academics

Tools to Monitor Progress:	Report Progress:
• Iready Diagnostic & Pathway Report • Report Cards • IAs & CERS	-CERs data reviews during PD in departmer -SPUR reports -Coffee with the Directors -iReady breakdown analysis (during PD) -Assemblies and celebrations of students m progress

Tasks	Responsible	Professional	Means to	Timeline	Reporting

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	Person(s) Involved	Development, Resources, Funding	Assess Improvement		
IAs	COI Teachers	Accessing & administering IAs	Coach/Teacher Check-In meetings	IA Schedule	Teacher meetings
New CA Math Curriculum	COI Teachers	IReady training	Coach/Teacher Check-In meetings	Check in with depts Summer pd	
Co-Teaching /Co-Planning	COI Teachers	Time during PD	COI Observations	weekly	
Include teacher iready pathway tracking in PD	COI Teachers	Time during PD	IReady Pathway Tracker completion	weekly	
PD plan	EA COI Teachers	N/A	COI creates spreadsheet	ongoing	
Schedule assessments and data discussions	COI Teachers	Time during PD	IA Schedule	summer	
Calendar Incentives/ Celebrations	COI Teachers Ibarra Arreola			ongoing	
Scope and Sequence Completion (with IAs & PTs)	LSC COI Teachers			Summer pd	
Administer practice PT	COI Teachers			3x/year	
Align efforts	COI Teachers			ongoing	

BERT CORONA CHARTER SCHOOL

for writing instruction in all classes					

Goal 2: Provide teachers with consistent and effective coaching and professional development collaboration with other departments.	
Rationale: Critical Need/Equity Gap	- Inconsistent teacher support - lack of collab between teachers and other department - Lack of collab on PD with other departments
Supporting 2024-25 Data	- SMG interactions

Quarterly Growth Targets	

EOY	• School Mint Grow
	  ○ All teachers will have at least 20 interactions
	  ■ 2 interactions
	• PD Plan completed

April	• School Mint Grow
	  ○ All teachers will have at least 18 interactions
	  ■ 2 observations 2 other interactions

December	• School Mint Grow
	  ○ All teachers will have at least 14 interactions
	  ■ 1 observation in Nov + 1 other interaction

October	• School Mint Grow
	  ○ All teachers will have at least 12 interactions
	  ■ 1 observation in SEP + 11 other weekly interactions

Schoolwide Learner Outcomes Addressed	Lifelong Learner College Ready High-Quality Instruction
Impact on	Goal is specifically about academics

BERT CORONA CHARTER SCHOOL

student learning of academic standards, schoolwide learner outcomes, and critical learner needs	

Tools to Monitor Progress:	Report Progress:
• SMG • PD Plan	Evaluations SPUR reports EA Board Reports

Tasks	Responsible Person(s) Involved	Professional Development, Resources, Funding	Means to Assess Improvement	Timeline	Reporting
Schedule for PD and 3 - 4 hour after school meetings for other staff collaboration	COI EA LSC CSCC		PD Plan	summer	
Coaching and Observation assignments and plan	COI EA		SMG	summer	
Meetings scheduled on calendar	EA COI		On calendar	summer	

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SMG Documentation	EA COI		Teacher interaction numbers	weekly	
PD time for IAs	COI		**PD Schedule**	**quarterly**	
PD time for looking at PTs	COI		**PD Schedule**	**PD**	
PD time for determining next steps for writing instruction	COI	Training on writing process and assessments	**PD Schedule**	**PD**	

Goal 3: Refine the structure of Co-Planning to create a culture of accountability and collaborati	
Rationale: Critical Need/Equity Gap	-Not all Lesson plans were turned in on time -Still learning effective ways to co-plan -Time not used effectively during co-planning -Attendance during co-planning inconsistent for some staff
Supporting 2024-25 Data	Observations Lesson plan completion on GC

Quarterly Growth Targets	
EOY	• Co-planning every PD day • Process utilized by all staff • 3 CFGs about process and system • 100% LPs submitted weekly
April	• Co-planning every PD day • Process utilized by all staff • 100% LPs submitted weekly
December	• Co-planning every PD day • Process utilized by all staff • 2 CFGs about process and system • 100% LPs submitted weekly

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October	• Co-planning every PD day • Co-planning process presented and utilized by all staff • CoWrc questionnaire completed and shared • 1 CFG about process and system • 100% LPs submitted weekly
Schoolwide Learner Outcomes Addressed	Lifelong Learner College Ready High-Quality Instruction
Impact on student learning of academic standards, schoolwide learner outcomes, and critical learner needs	Goal is specifically about academics

Tools to Monitor Progress:	**Report Progress:**
• Lesson plans on Google Classroom	Evaluations SPUR reports

Tasks	Responsible Person(s) Involved	Professional Development, Resources, Funding	Means to Assess Improvement	Timeline	Reporting
SPED weekly schedules	3 Resource teachers			weekly	
Lesson plans completed	Teachers			weekly	

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CFG (dilemma protocols)	COI Teachers			PD	
Create Process for Co-Planning	COI			summer	
Cross-org collaboration	COIs LSC			TPDs	

Goal 4: Reintroduce a presentation of learning (POL) in advisory.	
Rationale: Critical Need/Equity Gap	Service learning is a hallmark of BCCS but is not being done (elimination of CASA grant/teachers leaving the classroom)
Supporting 2024-25 Data	No SLPs done since 2022-23

Quarterly Growth Targets	
EOY	• POLs and presentations completed
April	• Stay on pace with curriculum
December	• Stay on pace with curriculum
October	• Stay on pace with curriculum
Schoolwide Learner Outcomes Addressed	Lifelong Learner College Ready SLP & PBL
Impact on student learning of academic standards,	Goal is specifically about academics

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schoolwide learner outcomes, and critical learner needs	

Tools to Monitor Progress:	**Report Progress:**
• Observations from Advisory lead and COI • POL progress on Google Sites	

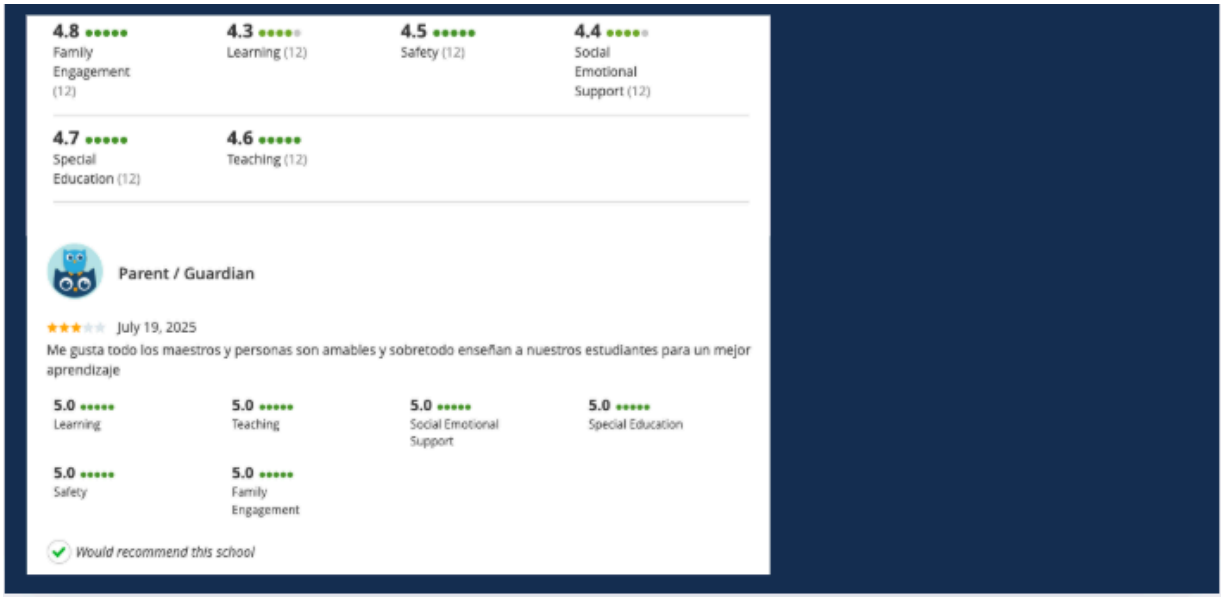
Tasks	Responsible Person(s) Involved	Professional Development, Resources, Funding	Means to Assess Improvement	Timeline	Reporting
POL Google Site template	COI	Summer PD		summer	
Finalize & present curriculum to teachers	COI EA	Summer PD		summer	
Progress Monitor Curriculum Implementation	Advisory Coordinator Teachers	PD/office hours		Monthly	Adv Coord/COI
8G Culmination Requirements	COI Ibarra			BOY, MOY, EOY	

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Parent and Community Engagement

As always, we strive to ensure that our "customers" (parents and students) feel that they are being served by our efforts. During our summer enrollment days, we asked parents to school ratings and reviews on GreatSchools.com. We are very happy with the comments and proud of the work we are doing in the community:





BERT CORONA CHARTER SCHOOL

GREATSCHOOLS.ORG REVIEWS

Parent / Guardian

★★★★★ July 09, 2025

todo el personal es muy amable y ayudan con todas las preguntas o dudas que tengamos

5.0 ●●●●● Learning	5.0 ●●●●● Teaching	5.0 ●●●●● Social Emotional Support	5.0 ●●●●● Special Education
5.0 ●●●●● Safety	5.0 ●●●●● Family Engagement		

Would recommend this school

Parent / Guardian

★★★★★ July 08, 2025

Atencion excelente , es muy segura y facil de tener un mejor con los estudiantes , muy repetuosos . Toman interest pro nuestras inquietudes

5.0 ●●●●● Learning	5.0 ●●●●● Teaching	5.0 ●●●●● Social Emotional Support	5.0 ●●●●● Special Education
5.0 ●●●●● Safety	5.0 ●●●●● Family Engagement		

Would recommend this school

GREATSCHOOLS.ORG REVIEWS

Parent / Guardian

★★★★★ July 07, 2025

The staff and teachers always greets you with a smile they know about every students name. If I ever have any questions they are always answered or they make sure I am given a response. When ive had any concerns ive been directed to the right person to talk to and find a solution if needed making me feel at ease about my concern and always followed up. They keep the students safe teachers reach out to you if needed about any situation. There is support for both parents and students over all I couldn't be happier with where my son goes to school. Everyone's always nice to me even if I am annoying or have any rhetorical questions. Staff cares for all.

5.0 ●●●●● Learning	5.0 ●●●●● Teaching	5.0 ●●●●● Social Emotional Support	5.0 ●●●●● Special Education
5.0 ●●●●● Safety	5.0 ●●●●● Family Engagement		

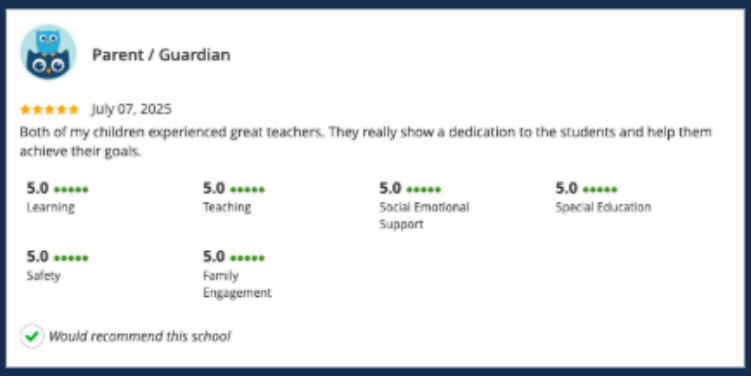
Would recommend this school

BERT CORONA CHARTER SCHOOL

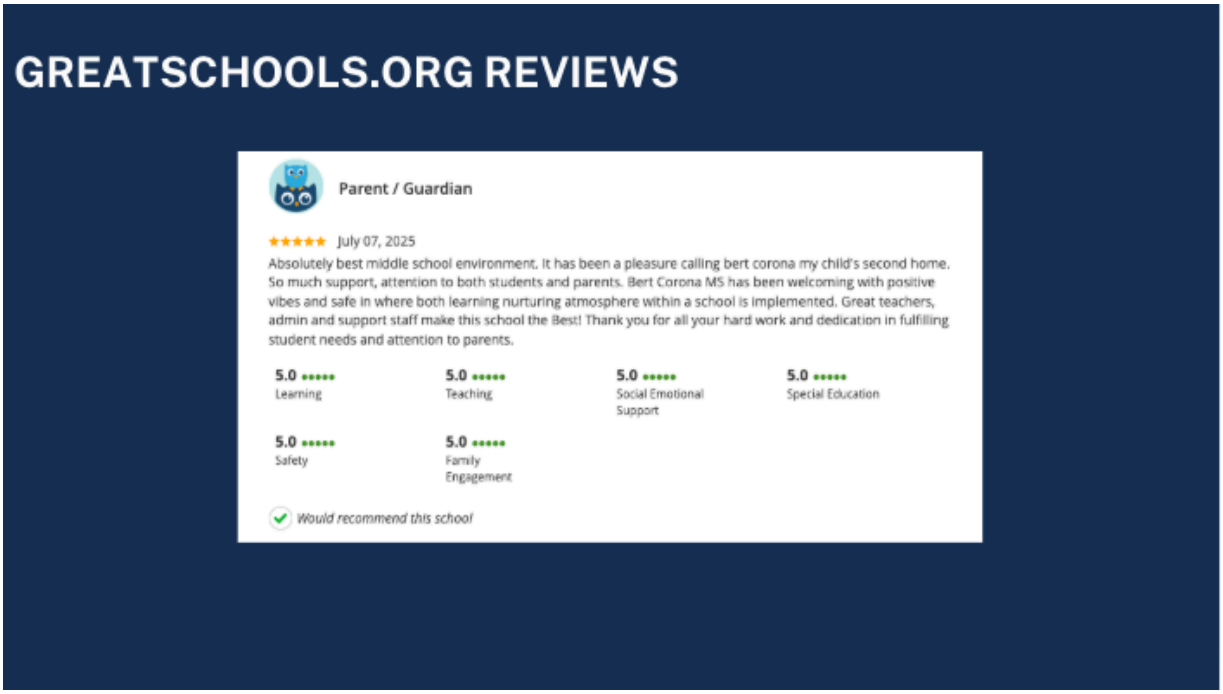
GREATSCHOOLS.ORG REVIEWS



GREATSCHOOLS.ORG REVIEWS



BERT CORONA CHARTER SCHOOL



Instruction & Performance Data

With the majority of our instructional team returning this year, we were able to hit the ground running with instruction. Over the summer before students began, our teachers engaged in lesson planning using our curriculum. The focus was on using the curriculum to create unit plans, and we asked teachers to ensure that they had at least their first unit plan ready before the first day of school. Our SCC team also provided teambuilding activities and resources for the first week of school, lightening the load for first week planning. Then, on the first Monday PD (8/18/25), teachers jumped right in with co-planning to get ready for their second and third weeks of instruction. During walkthroughs, in the first 5 days (as of 8/19/25), we have found that all students are engaged and working. They are following our expectations and we are getting to learning very quickly in every classroom.

As part of our preparation, we reviewed our data from the 24-25 school year, including our results from CAASPP. Our ELA and math results for the 2024 and for the 2025 assessments are below:

	2024 DFS	2025 DFS	2024 Met/Exceed	2025 Met/Exceed
ELA	-67.2	-60.9	24%	28%
Math	-134.2	-128.4	8%	10%

In both indicators, DFS and Met/Exceeded, our school demonstrated growth. Our iReady baseline testing is taking place the week of August 18th, so we will have initial results and goals to share by the September board meeting.

BERT CORONA CHARTER SCHOOL

Culture & Climate

We are very proud of the progress we have made in providing a safe, loving, and fun school culture for our students. This year, we are focused on high expectations academically and behaviorally for our students, and this all starts with relationships. During our summer PD, our staff engaged in teambuilding through a Survivor team challenge and a potluck cookout where we were able to connect and decompress during the week we were preparing for our kids. This was a great time of connection and relationship building, which also set the stage for similar work to happen with our students.



BERT CORONA CHARTER SCHOOL









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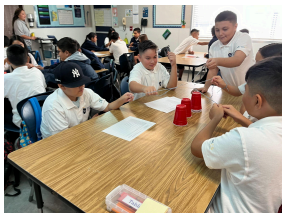
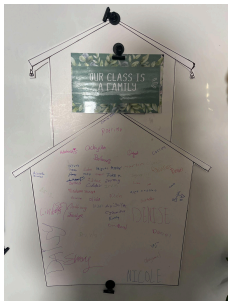
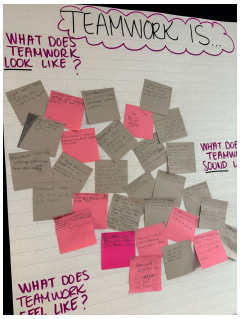
First Day of School



Teambuilding

When the school year started, our SCC team provided supplies and lesson plans for our teachers to engage in teambuilding with our students. Mr. Arreola, our SCC admin, also set up outdoor teambuilding activities as requested by our staff. Many teachers too advantage of this time to build connections with their students, which will allow for deep learning, critical feedback, and collaboration throughout the school year (photos on next page).

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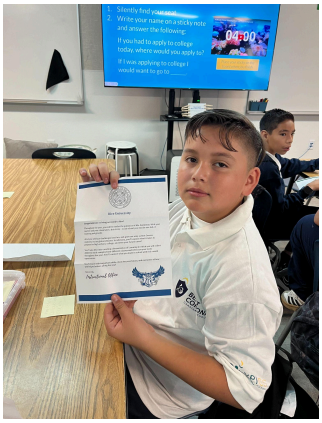
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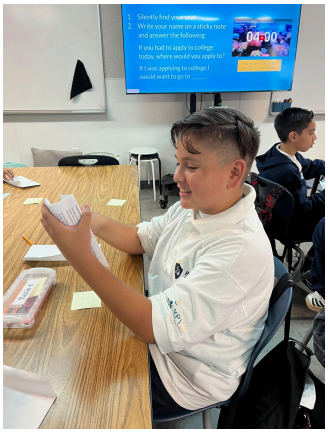
BERT CORONA CHARTER SCHOOL

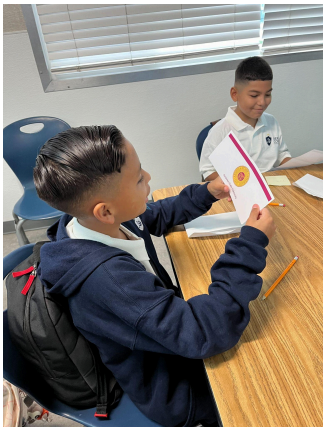
Advisory

In an effort to build our College-Going culture, each student received an Acceptance Letter the first week of school. This letter congratulated them and welcomed them to the university, assigned to their advisory. The kids were very excited about their university acceptance letter, and we held competitions during our first assembly where the universities worked together in challenges against the other advisory university teams.









Community Schools

Our community schools team continues to work to build more supports for our students and families. For the 25-26 school year, we were able to secure a partnership with Sycamores, a mental health agency that will provide mental health providers on our campus to support the needs of our students. We have our first MTSS meeting on August 22nd, and we will begin planning for student supports at that time.

Operations

Despite the presence of immigration enforcement in the community and a lot of fear building for students and families, our first week attendance was great! We hit 97.66% in the first week, a testament to the hard work of our team to build connections, communicate, and ensure families felt safe bringing their children to school.

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: 25-26 MORCS EA BoD Report August 25, 2025.pdf

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

YPICS Board Report
Paul Duran, Coordinator of Instruction
August 25, 2025

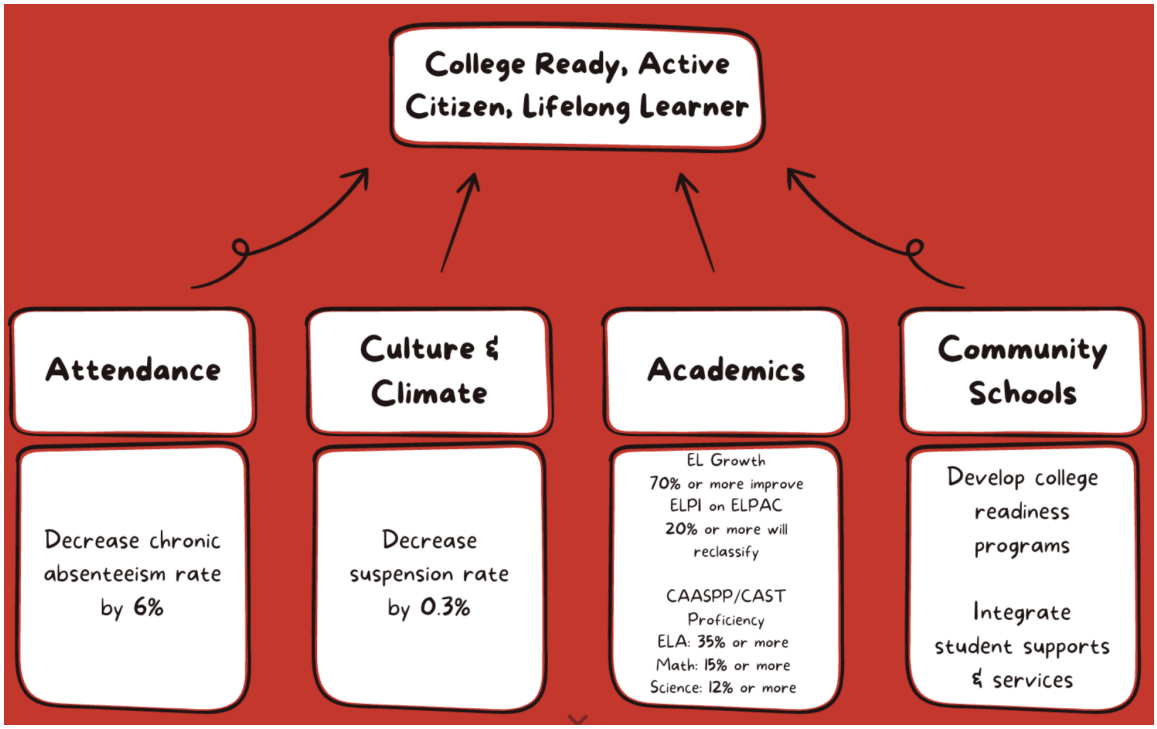
The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools 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.

Introduction

At the start of another school year, we find ourselves facing new challenges, both expected and unanticipated. Seeing firsthand the impact that ICE raids have had on our community has forced us to rethink how we will continue to meet the needs of the communities we serve while providing high quality instruction for all. Although we had to start the year without our leader, the staff and the admin team have risen to the occasion and have helped us start off the school year on a high note.

This can be seen in the faces of our students who have shown us that their resilient spirit in the face of uncertainty provides a beacon of hope for this school year and beyond. Our new staff members have adjusted well to their positions and have hit the ground running by bringing in fresh ideas and new perspectives.

Additionally, each of our school departments are refocused under the umbrella provided by the student outcomes highlighted in our charter. Mr. Cruz created an image that highlights and simplifies the goals held by each department for this school year.



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Academics

Math: With a newfound emphasis being placed on math instruction using the California Mathematics Classroom curriculum, the MORCS Math department is committed to providing strong first instruction using the resources provided by Curriculum Associates. This is being bolstered by an effort to embed Interim Assessment Blocks (IABs) or Focused InterimAssessment Blocks (FIABs) to provide students with authentic practice that is on par with the rigor expected on CAASPP assessments.

Science: Our teachers continue to use the Stile curriculum to engage students in learning from the NGSS framework. Summer professional development sessions were geared towards enhancing teachers' understanding of the CAST Interim assessments and utilizing available resources to build students' capacity to tackle the tough tasks expected of them on the test.

ELA: Our ELA team continues to define and refine what "good writing" looks like at YPICS schools. We have been conducting practice performance tasks focused on the various writing types for the past two school years. At this point, two-thirds of our students are familiar with this practice which will continue this school year. The LSC team has identified writing as a focus area and has illustrated this commitment by scheduling sessions with Valerie Braimah to facilitate writing instruction development.

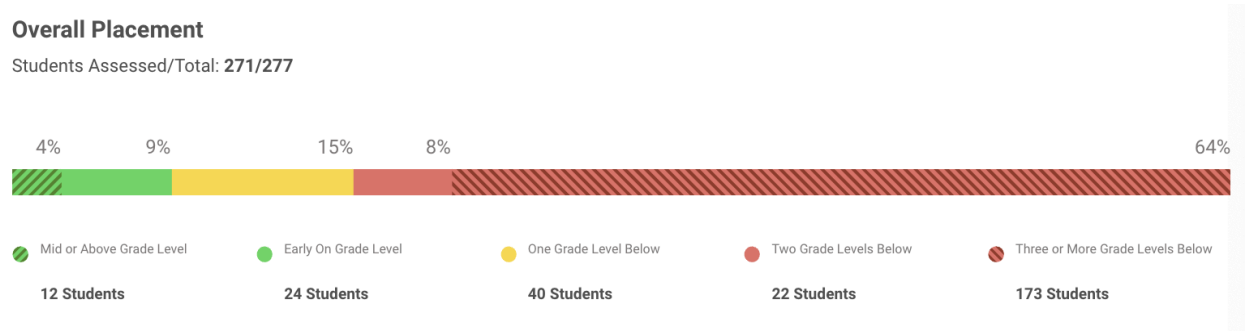
History/Social Science: The 7th and 8th grade teachers worked closely with trainers from Thinking Nation in order to refine their practice and revisit expectations around completing the yearly writing tasks. To this point, the goal has been to engage students with two extended writing tasks each school year focused on in-depth analysis of primary sources and creating argumentative and/or explanatory writing samples.

Physical Education: Our PE department has also committed to supporting students' writing development as well by instituting journaling on Mondays. The goal is to have students keep a record of their skill development over time as it relates to the various PE standards. Mr. Carbajal also mentioned creating themed writing assignments focused on learning more about famous athletes, their journey to prominence, and their philanthropic efforts.

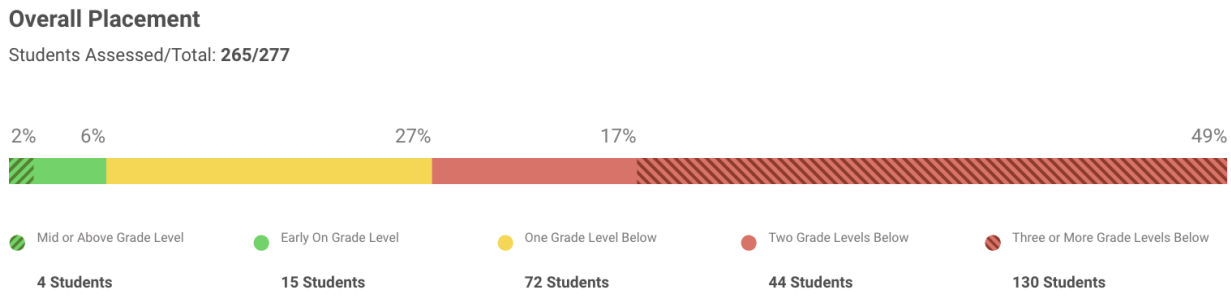
English Language Development: This year, our ELD program will continue providing two different experiences for our students. First, we are offering a Newcomer ELD class to students who have less than three years as a multilingual learner as defined by CALPADS. These students will utilize curriculum provided by National Geographic to enhance their understanding through themed units including: conflict, bravery, and teamwork, to name a few. The other grade level classes will focus on improving performance on the ELPAC by continuing to take practice interim assessments and utilizing strategic pull-out sessions to provide targeted support in identified areas of needs for small student groups.

i-Ready Baseline Diagnostic Progress: The assessments were moved up by one week to decrease the turnaround time for teachers to be able to utilize the updated reporting features to help tailor instruction to better meet student needs. As of 8/22, MORCS has a 98% completion rate in Reading and a 96% completion rate in Math. Below are the schoolwide results:

Reading



Math



A more in-depth analysis, including breakdowns by student groups can be provided at subsequent meetings as requested.

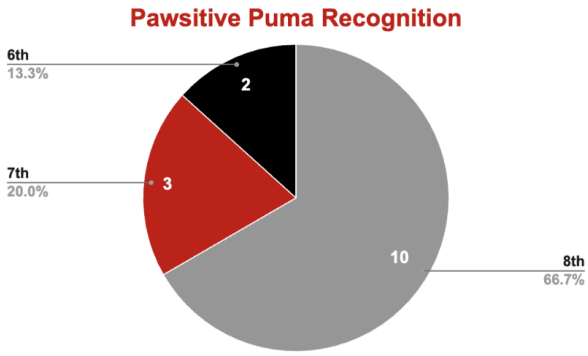
MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

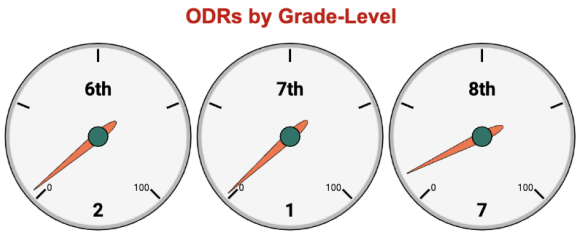
Culture and Climate

Our SCC team has been working hard over the summer to create new goals and expectations for the 25-26 school year. In speaking with our Coordinators, they have identified a zero suspension rate as the lofty, yet attainable goal for the year. As a means to support this effort, the team met with the teaching staff during summer professional development facilitating sessions connected to establishing classroom rules and expectations. While this is normally conducted through Instruction, by shifting this over to the SCC department, it allows for more transparency and uniformity across grade levels and for any schoolwide initiatives.

The Office Discipline Referral (ODR) is a tool provided to classroom teachers to identify off-task or unwanted behaviors in the classroom. The SCC department has done their diligence of keeping detailed records of all the ODRs submitted by teachers from year to year. They mentioned that the yearly total for the **23-24 school year** was close to **800 ODRs**. This number decreased for the **24-25 school year** to around **640 ODRs**. The goal for this school year is to see **less than 600 ODRs** submitted at year's end.

The team also emphasized their desire for more positive support in the classroom from the teaching staff. This is highlighted by asking teachers to utilize a 1:1 ratio when comparing the amount of ODRs submitted versus PPRs (Positive Puma Recognitions). The early returns on teacher submissions have shown that more staff are submitting PPRs as a whole illustrating teachers' commitment to this year's goal.





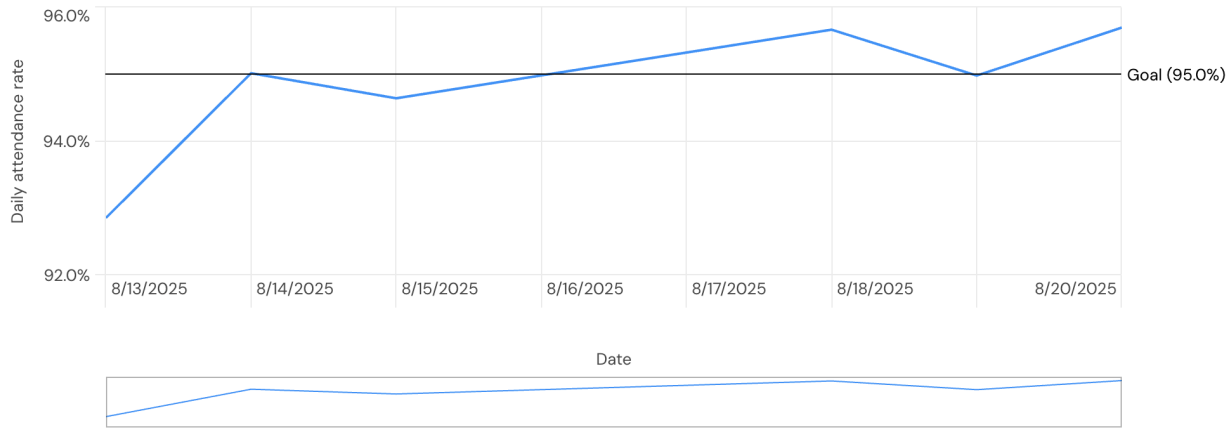
The graphic above shows the early data collected around both ODRs and PPRs submitted so far this year.

As a means of reinforcing the connection between Instruction and School Climate and Culture, the members of the SCC team have set a personal goal of visiting classes 1-2 times per day to check in with individual students and support them with academics. The purpose here is to shift the mentality of the students away from seeing SCC members as those who provide "pull-out" support towards a "push-in" support akin to the special education model.

Operations

Attendance:

- The early returns on attendance are promising with Panorama showing an increase in our ADA from last year's levels as highlighted by the graphic below. The overall ADA currently sits at 95%, a 3% improvement from similar reports run towards the end of last school year.



Efforts to support daily attendance include:

- Individualized support plans for students at risk of chronic absenteeism. This year, these efforts will include a team-based approach between Operations and Community schools. The coordinators plan to meet with families every three weeks as needed when students are identified as being "at-risk" of becoming a chronically absent student.
- Incentives and recognitions to motivate students toward regular school attendance. The OPS team will continue to recognize "Perfect Attendance" on a monthly basis providing students with treats to celebrate their achievements.
- With the addition of our Meal Program Assistant, the OPS team is encouraging students to participate more in our meal program by trying to provide raffles, which can only be entered when students take the meals being offered throughout the day.
- One new additional service being offered to families this year to assist with the rising fear surrounding immigration raids that have taken place is student transportation. This service is being offered to families in need and is currently being utilized by three families who require pick-up services in the morning, and six families requesting drop-off services in the afternoon.
- Our Parent Coordinator has been working diligently with the Coordinator of Operations and the Program Coordinator to ensure that all of our families have access to their Parent Portal accounts in Infinite Campus. As many of the school policies have moved to digital versions, their hard work and effort has allowed our families to bridge the digital divide.

Community Schools

The Coordinator of Community Schools has already arranged for vision screenings conducted on the second week of school. In the past, these screenings have led to various students getting glasses provided to them through the Vision to Learn program which has supported students academically when there is a visual impairment.

Lastly, an upcoming event to highlight is something brand new. Inspired by “Paint Nights,” Community Schools is working in conjunction with our afterschool provider Think Together to host a “Sip ‘n Paint” event where families and students will be invited to partake in refreshments while being led in the various steps to create a painting. We look forward to showing you some of the results of this interesting events in future reports.

Conclusion

The MORCS community continues to show its flexibility when meeting the demands of rising challenges all while keeping our “eye on the prize.” We know that we have a staff capable of producing strong student outcomes and look forward to continuing to enhance the student and family experience with the hopes of using our programming as an effective recruitment tool going forward.

Coversheet

Bert Corona Charter High School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	E. Bert Corona Charter High School Executive Administrator's Report
Purpose:	FYI
Submitted by:	
Related Material:	25-26 BCCHS EA BoD Report 8-25-25.pdf

BERT CORONA CHARTER HIGH SCHOOL

Board Report
Ruben Dueñas, Interim Executive Administrator
June 30, 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.

Academics
24-25 NWEA MAPS

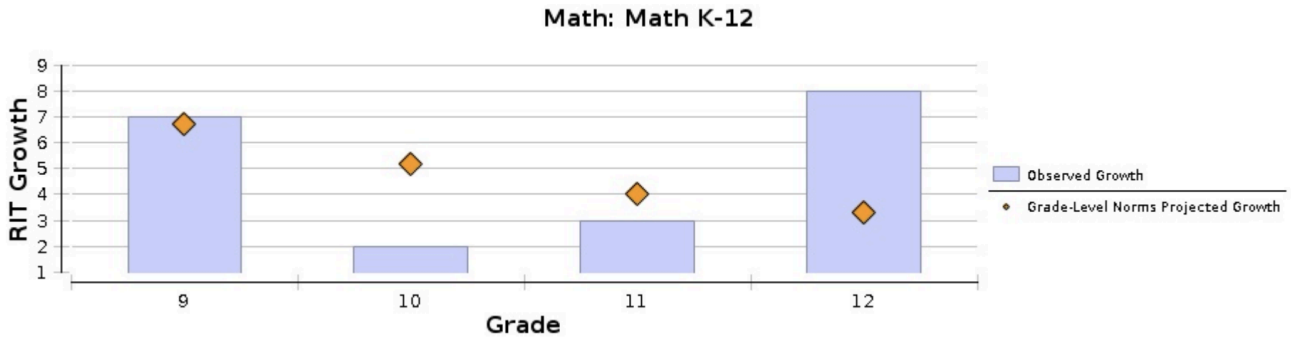
NWEA MAPs Student Growth Summary Report Mathematics Fall to Spring

In mathematics, 89 of the 200 students school-wide (45%) met their projected growth goals between the fall and spring assessments. Here is a breakdown by grade level:
9th Grade: 25 out of 52 students (48%) met their growth goal.
10th Grade: 19 out of 48 students (40%) met their growth goal
11th Grade: 21 out of 45 students (47%) met their growth goal.
12th Grade: 24 out of 55 students (44%) met their growth goal.

Bert Corona Charter High School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	52	208.8	18.5	8	216.2	15.5	15	7	1.4	6.7	0.10	54	52	25	48	48
10	48	217.8	19.0	27	219.4	17.4	22	2	2.6	5.2	-0.46	32	48	19	40	38
11	45	219.7	17.1	27	222.8	15.8	29	3	1.4	4.0	-0.11	46	45	21	47	48
12	55	224.4	18.7	51	232.8	24.6	66	8	2.8	3.3	0.52	70	55	24	44	47



NWEA MAPs Student Growth Summary Report Reading Fall to Spring

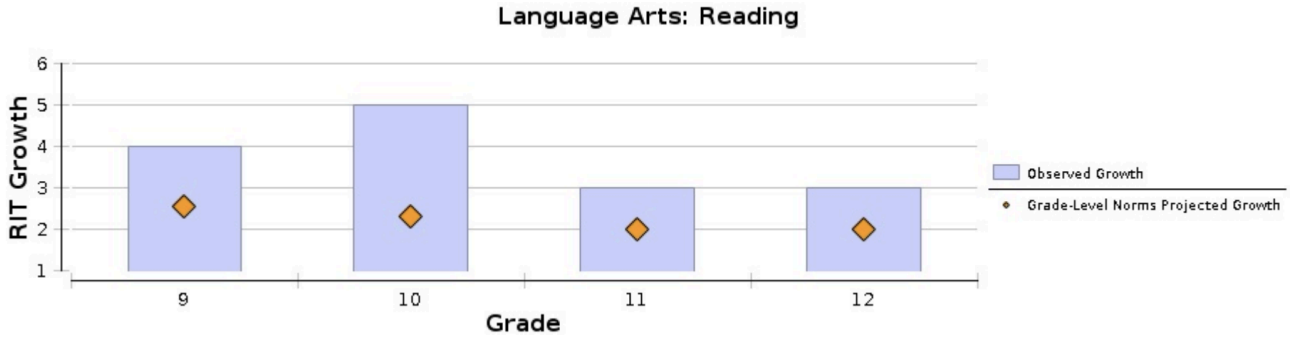
In reading, 107 of the 191 students school-wide (56%) met their projected growth goals between the fall and spring assessments. Here is a breakdown by grade level:
9th Grade: 36 out of 52 students (69%) met their growth goal.
10th Grade: 21 out of 40 students (53%) met their growth goal.
11th Grade: 25 out of 44 students (57%) met their growth goal.

12th Grade: 25 out of 55 students (45%) met their growth goal.

Bert Corona Charter High School

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	52	207.9	16.5	19	212.3	16.0	32	4	1.7	2.5	0.31	62	52	36	69	66
10	40	209.8	17.6	22	214.3	15.0	38	5	1.9	2.3	0.32	63	40	21	53	56
11	44	213.7	14.1	39	216.8	13.6	54	3	1.6	2.0	0.46	68	44	25	57	62
12	55	217.1	15.7	58	220.1	16.6	72	3	1.8	2.0	0.59	72	55	25	45	63



25-26 NWEA MAPS and iReady Benchmark Testing

This school year, we began our transition to using iReady Benchmark Testing. In the transition process we will continue to use NWEA MAPs testing once at the beginning of the school year and once at the end of the school year to continue building historical data prior to our Charter Renewal. During this transition we will have norm referenced assessment results (NWEA) and criterion referenced assessment results (iReady) to inform our instructional program. The long-term goal is to fully transition to using only iReady Benchmark Testing. In addition, the iReady assessment results will inform the instructional planning in Algebra 1 now that we have adopted the newly developed i-Ready Classroom Mathematics Algebra 1 curriculum.

Former class valedictorian c/o ‘25 was successfully enrolled at Los Angeles Mission College and will be receiving support from the department of students with disabilities. He was assessed using his last IEP. All necessary accommodations to complete his academic goals and aspirations will be in place. In addition, he will be receiving a laptop computer through the LA Promise program. His mother was particularly grateful for the warm handoff by BCCHS administration and counseling staff.

Community Schools

Summer Program

Our summer program offered a combination of essential credit recovery with enriching activities designed to prepare students for college. Students were able to catch up on courses needed for graduation while also participating in valuable experiences like a college application boot camp for rising seniors. To further inspire and inform their post-secondary choices, the program also includes field trips to campuses such as California State University, Long Beach (CSULB) and the University of California, Irvine (UCI). In addition, students participated in fishing expedition out of the San Pedro harbor.

The Summer program had an average attendance of 34-46 students per day.

BERTCORONA CHARTER HIGH SCHOOL

Week of:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	AVE
June 17-20	NA	46	51	NA	42	46
June 23-27	45	43	45	43	34	42
July 7-11	32	40	41	35	41	38
July 15-19	29	41	46	37	35	38
July 22-26	36	33	33	NA	NA	34

Operations

Prop 39

Upon return from summer shutdown (week of July 4), office staff reported being bitten by bugs in the main office. Staff reported the concerns to LAUSD. Ultimately, LAUSD identified 9 rooms as infested with fleas, including rooms 9-13, student restrooms, cafeteria, and the main office. The source of the infestation was identified as a family of 5 raccoons that have been on the campus for the past 3 years. Staff have been pushing hard to ensure that LAUSD is moving quickly to meet the needs of the school. Although the immediate response was slow, LAUSD has used every resource they have to remedy the situation. LAUSD initially stated it would need 4-8 weeks to remedy the infestation. Staff is trying to remain hopeful that there will be a quick return to our rooms. The BCCHS staff has responded appropriately and is adapting to the challenge. Below is a timeline of actions that have occurred:

July 9- Report of concern with LAUSD Maintenance and Operations
July 11- LAUSD identified a flea infestation
July 12- Soapy water treatment to the area
July 29 & 30- 1st chemical treatment applied to interior and exterior areas during the weekend
July 31- Sealed all holes and cracks to prevent pests from entering
August 2- Disinfected and vacuumed the main office building
August 3- 2nd chemical treatment around the exterior of the main office and Cafeteria
August 7- Pressure washed the black top and under the buildings with hot water
August 9- 3rd chemical treatment around the exterior of the main office and Cafeteria
August 11- Swing rooms identified as room 12, 16,17, 30, 35, 33A-B (office), and student restrooms next to room 37
August 12- Moved essential supplies from infested rooms to swing rooms.
August 20- The raccoons have been seen coming in and out of the empty house across the street. LAUSD has stated that fleas are still present as of the morning of August 20. LAUSD is working with the city, animal control, and the office of the general council to address the current situation.

Back to School Knight

Back to School Knight will be held on Wednesday, August 27, 2025 from 5:30 to 7:30 pm. Families meet their child's teachers, learn about the curriculum, classroom procedures, and expectations for the upcoming school year. It's an opportunity for families to ask questions and connect with the school staff and other parents as

well. Student athletes and their families will also meet with and hear from coaches and learn about the team schedule and expectations.

Enrollment

The 25-26 BCCHS budget enrollment goal was 237 students. BCCHS has enrolled 193 students and is 44 students below the targeted enrollment. 28% of the BCCS 8th grade class has enrolled at BCCHS. 26 students did not return to BCCHS from the past year including 12 rising Sophomores, 10 rising juniors, and 4 rising seniors. Staff is reporting that 3 of these students are already planning to return. Staff is meeting next week to create a year-long recruitment plan to address the enrollment needs of the school.

	24-25	25-26		
Grade	Previous year Enrollment	New Student	Returning Student	Total
BCCS 8th grade	104			
9th grade	66	12	29	41
10th grade	54	2	56	58
11th grade	52		44	44
12th grade	57	2	48	50
5th Year plus	0			0
Total	229	16	177	193

School Culture and Climate

Safety

Staff has implemented an extended perimeter supervision plan during drop-off in the morning and pick-up in the afternoon. Administrative staff are positioned at the corner of Borden/Gain and Glenoaks and Gain and are collaborating with the Maclay supervision team. Staff is also responding to the law enforcement sightings that have potential to create an unsafe environment for students, staff, and families. As of Friday, August 23 BCCHS has only experienced one report of a sighting. That sighting was in the BCCHS/BCCS service area .

Coversheet

Chief Accountability Officer: Review of Instructional Continuity Plans

Section:	III. Items Scheduled for Information
Item:	F. Chief Accountability Officer: Review of Instructional Continuity Plans
Purpose:	Discuss
Submitted by:	
Related Material:	2025_ICP_Monsenor_Oscar_Romero_Charter_Middle_School.pdf 2025_ICP_Bert_Corona_Charter_High_School.pdf 2025_ICP_Bert_Corona_Charter_School.pdf

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Monsenor Oscar Romero Charter Middle (MORCS)	Freddy Zepeda Executive Administrator	mrzepeda@romerocharter.org (213) 413-9600

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by Monsenor Oscar Romero Charter Middle (MORCS) on August 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Monsenor Oscar Romero Charter Middle (MORCS) will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- MORCS website (https://morcs.ypics.org/) and YPICS website (https://www.ypics.org/)

Two-way communication is also available via Google Classroom. Communications through this platform may include postings for learning activities, links to educational resources, and messaging capabilities between home/school.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Essential school site staff, including administrative staff and clerical staff are assigned cellphones that are on the FirstNet Network (National First Responder Cellular Network). Should a major disruption occur, these staff members would use their FirstNet cellular phone to contact families directly through phone calls and/or text messages.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The MTSS Team would identify students with social-emotional, mental health, and academic needs and refer to them to services. As a Community School, the charter school partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners are unable to meet with student(s) in-person on the school campus, the provider will use "Zoom" to meet with the student virtually.

MORCS teachers, tutors, and after school program staff will also host virtual sessions on "Google Meet" to support with academic support and enrichment activities.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Monsenor Oscar Romero Charter Middle (MORCS) will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Meals are provided by an external contracted vendor.

Remote Instruction

Plans for remote instruction.

As required, Monsenor Oscar Romero Charter Middle (MORCS) remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

"Google Classroom" will be the platform to house all instructional materials including links for synchronous (direct) instruction via "Google Meet" and links to learning resources.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Each student receives a Google Chromebook with the Google Suite of applications including "Google Classroom", pre-installed. The school purchases digital textbook licenses from publishers for each student to access standards-aligned instructional/curricular materials. Additional instructional materials may be provided as electronic documents (e.g., pdf, Google Docs, etc.) or links on the "Google Classroom" platform.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

"Google Classroom" is the platform for accessing instructional materials and for the submission of completed assignments to the teacher.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Monsenor Oscar Romero Charter Middle (MORCS) provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning.

MORCS is a single LEA charter school authorized by the Los Angeles Unified School District.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Students: Regular daily communication between the teacher and students will occur through "Google Classroom." "Google Meet" will be used for virtual meetings with students on a daily or weekly basis, as needed.

Parents/Families: Weekly parent communication will occur through text messages and news updates on the school website.

Faculty/Staff: Internal communications will occur daily and weekly using "Slack" (electronic messaging) and "Google Meet".

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All students are issued a Chromebook for educational use during their enrollment at MORCS.

All educators are issued a laptop and tablet for instructional purposes.

The "Google Classroom" platform houses all assignments, education links, and educational resources to ensure continuity of the students' educational program. Students who do not have reliable internet access at home will be issued a hotspot. Students may also request for headphones to be provided.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Standards-aligned learning assignments will focus on essential standards. Educators will establish clear learning objectives and monitor each student's learning progress by evaluating work submitted via "Google Classroom" on daily and weekly basis. Educators will hold additional support sessions (i.e., check ins, tutoring) as needed, via “Google Meet”. Teachers will also hold Virtual Office Hours weekly.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students are issued Chromebooks. Hotspots will be issued to students without internet access. Upon request, student will be issued headphones.

Students with Disabilities (SWD): These students will continue to receive the services designated in their most recent Individualized Education Plan (IEP). Academic services will be provided by core teachers and the Resource Specialist Program (RSP); additional services as called for in the IEP will be coordinated by the RSP through the use of contracted vendors.

English Learners (EL): Students classified as EL will continue to receive their designated ELD program from their ELD Specialist. ELD specialist will provide ongoing progress monitoring of student progress in basic English language skills acquisition.

Homeless or Foster Youth: The charter school will remain open for enrollment to any student experiencing homelessness. For both Foster and Homeless students, the Community Schools staff will coordinate community resources and additional school-based supports these students may require.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with IEPs will have access to core teachers, as well as, additional instructional time with the RSP per the IEP. Other related services including occupational therapy (OT), speech language therapy (SLP), and designated instructional services (DIS) counseling will be provided virtually (e.g., Zoom or Google Meet). If possible, services would be provided in-person using appropriate safety protocols. Assessments and IEP meetings will be conducted using "Google Meet" or in-person depending on the type of emergency or disruption of traditional educational program delivery. IEP meetings may also be held via conference call should the parent request this mode of communication to conduct the meeting.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students’ grades will be consistently monitored for English language progress, and through grade-level team meetings including the ELD Specialist. EL students will also have access to core teachers as well as additional instructional time with the ELD Specialist, as needed.

Redesignated Fluent English Proficient (RFEP) students will be monitored for the period required by law to ensure they continue to increase mastery of English.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Professional Learning Opportunities: Per the LAUSD-approved charter petition, the charter school has professional learning opportunities each week for instructional staff and would be held virtually on "Google Meet" should in-person meetings be prohibited under an emergency. To ensure relevance of professional development, teachers would be surveyed to identify specific needs they may have in order to provide high quality learning experiences to students under remote instruction. Virtual classroom observations will be conducted by administrator(s) on a weekly or monthly basis, as needed.

Remote assessment(s): Staff would follow all guidelines set forth by the State to complete state-mandated assessments. "Google Meet" and "Go Guardian" will be employed to proctor/monitor and administer assessments via a secured browser. If permitted, students would be brought to campus to complete state and internal assessments.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The MTSS Team will assist in monitoring and supporting the mental health and social well-being of students and staff. As a Community School, the charter partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners cannot meet with a student in-person on the school campus, the provider will use "Zoom" to meet with the student virtually. All staff will continue to receive professional development on support students and staff applying a trauma-informed approach.

Plans to provide access to back-up water and emergency services in the event of an emergency.

If the emergency occurs while students are on campus, the BCCS MORCS community would access the emergency water supply stored on campus, as well as the other emergency supplies such as toilets and food.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Students with IEPs will have access to core teachers, as well as, additional instructional time with the RSP per the IEP. Other related services including occupational therapy (OT), speech language therapy (SLP), and designated instructional services (DIS) counseling will be provided virtually (e.g., Zoom or Google Meet). If possible,

services would be provided in-person using appropriate safety protocols. Assessments and IEP meetings will be conducted using "Google Meet" or in-person depending on the type of emergency or disruption of traditional educational program delivery. IEP meetings may also be held via conference call should the parent request this mode of communication to conduct the meeting.

MORCS partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners cannot meet with a student in-person on the school campus, the provider will use "Zoom" to meet with the student virtually.

MORCS teachers, tutors, and after school program staff will host daily/weekly virtual sessions via "Google Meet" to provide academic support (i.e., tutoring) and enrichment activities for students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, Director of Technology Integration, lead teachers, and parent representatives from the School Advisory Committee (SAC) will work together to review this plan annually and make recommendations for improvements. Should an emergency occur, this team will meet immediately following the emergency event to assess the need for changes to the ICP (i.e., improvements, corrections, new/updated resources, etc.)

The School Advisory Committee (SAC) will be responsible for the annual review and ensure quality implementation of the Instructional Continuity Plan (ICP).

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Appropriate number of staffing to ensure student safety
- Food available to feed students through meal program vendor

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Monsenor Oscar Romero Charter Middle (MORCS)'s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Monsenor Oscar Romero Charter Middle (MORCS)'s Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Through a special partnership, MORCS is located on the LAUSD campus of Berendo Middle School. A copy of the charter school's Instructional Continuity Plan (ICP) will be provided to the Berendo Middle School Principal for inclusion in the host site's Comprehensive School Safety Plan (CSSP).

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan will be reviewed annually in September by the SAC. Any revisions or updates to the ICP will be completed between January and February in preparation of the annual submission of the CSSP by March 1st.

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Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
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Note: Meals are provided by an external contracted vendor since the charter school does not have access to a kitchen on site.

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Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All students are issued a Chromebook for educational use during their enrollment at BCCHS.
All educators are issued an laptop and tablet for instructional purposes.
The "Google Classroom" platform houses all assignments, education links, and educational resources to ensure continuity of the students educational program. Students who do not have reliable internet access at home will be issued a hotspot. Students may also request for headphones to be provided.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Standards-aligned learning assignments will focus on essential standards. Educators will establish clear learning objectives and monitor each student's learning progress by evaluating work submitted via "Google Classroom" on daily and weekly basis. Educators will hold additional support sessions (i.e., check ins, tutoring) as needed, via "Google Meet" . Teachers will also hold Virtual Office Hours weekly.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students are issued Chromebooks. Hotspots will be issued to students without internet access. Upon request, student will be issued headphones.
English Learners(EL) : Students classified as EL will continue to receive their designated ELD program from their ELD Specialist. ELD specialist will provide ongoing progress monitoring of student progress in basic English language skills acquisition.
Homeless or Foster Youth: The charter school will remain open for enrollment to any student experiencing homelessness. For both Foster and Homeless students, the Community Schools staff will coordinate community resources and additional school-based supports these students may require.
Students with Disabilities (SWD): These students will continue to receive the services designated in their most recent Individualized Education Plan (IEP). Academic services will be provided by core teachers and the Resource Specialist Program (RSP); additional services as called for in the IEP will be coordinated by the RSP through the use of contracted vendors.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with IEPs will have access to core teachers, as well as, additional instructional time with the RSP per the IEP. Other related services including occupational therapy (OT), speech language therapy (SLP), and designated instructional services (DIS) counseling will be provided virtually (e.g., Zoom or Google Meet). If possible, services would be provided in-person using appropriate safety protocols. Assessments and IEP meetings will be conducted using "Google Meet" or in-person depending on the type of emergency or disruption of traditional educational program delivery. IEP meetings may also be held via conference call should the parent request this mode of communication to conduct the meeting.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students grades will be consistently monitored for English language progress, and through grade-level team meetings including the ELD Specialist. EL students will also have access to core teachers as well as additional instructional time with the ELD Specialist, as needed.
Redesignated Fluent English Proficient (RFEP) students will be monitored for the period required by law to ensure they continue to increase mastery of English.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Professional Learning Opportunities: Per the LAUSD-approved charter petition, the charter school has professional learning opportunities each week for instructional staff and would be held virtually on "Google Meet" should in-person meetings be prohibited under an emergency. To ensure relevance of professional development, teachers would be surveyed to identify specific needs they may have in order to provide high quality learning experiences to students under remote instruction.
Virtual classroom observations will be conducted by administrator(s) on a weekly or monthly basis, as needed.

Remote assessment(s): Staff would follow all guidelines set forth by the State to complete state-mandated assessments. "Google Meet" and "Go Guardian" will be employed to proctor/monitor and administer assessments via a secured browser. If permitted, students would be brought to campus to complete state and internal assessments.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The MTSS Team will assist in monitoring and supporting the mental health and social well-being of students and staff. As a Community School, BCCHS partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners cannot meet with a student in-person on the school campus, the provider will use "Zoom" to meet with the student virtually. All staff will continue to receive professional development on support students and staff applying a trauma-informed approach.

Plans to provide access to back-up water and emergency services in the event of an emergency.

If the emergency occurs while students are on campus, the BCCHS community would access the emergency water supply stored on campus, as well as the other emergency supplies such as toilets and food.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Students with IEPs will have access to core teachers, as well as, additional instructional time with the RSP per the IEP. Other related services including occupational therapy (OT), speech language therapy (SLP), and designated instructional services (DIS) counseling will be provided virtually (e.g., Zoom or Google Meet). If possible, services would be provided in-person using appropriate safety protocols. Assessments and IEP meetings will be conducted using "Google Meet" or in-person depending on the type of emergency or disruption of traditional educational program delivery. IEP meetings may also be held via conference call should the parent request this mode of communication to conduct the meeting.

BCCHS partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners cannot meet with a student in-person on the school campus, the provider will use "Zoom" to meet with the student virtually.

BCCHS teachers, tutors, and after school program staff will host daily/weekly virtual sessions via "Google Meet" to provide academic support (i.e., tutoring) and enrichment activities for students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, Director of Technology Integration, lead teachers, and parent representatives from the School Advisory Committee (SAC) will work together to review this plan annually and make recommendations for improvements. Should an emergency occur, this team will meet immediately following the emergency event to assess the need for changes to the ICP (i.e., improvements, corrections, new/updated resources, etc.)

The School Advisory Committee (SAC) will be responsible for the annual review and ensure quality implementation of the Instructional Continuity Plan (ICP).

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Health clearance
Evacuation orders lifted
Power and utilities functioning
Healthy air quality
Access to safe and clean water
Campus free from debris and hazards
Internet fiber lines connected and functioning
Appropriate number of staffing to ensure student safety
Food available to feed students through meal program

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Bert Corona Charter High School (BCCHS)'s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Bert Corona Charter High School (BCCHS)'s Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Bert Corona Charter High School is co-located on the LAUSD campus of Maclay Middle School under Proposition 39. A copy of the charter school's Instructional Continuity Plan (ICP) will be provided to the Maclay Middle School Principal for inclusion in the host site's Comprehensive School Safety Plan (CSSP).

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan will be reviewed annually in September by the SAC. Any revisions or updates to the ICP will be completed between January and February in preparation of the annual submission of the CSSP by March 1st.

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Bert Corona Charter School	Bert Corona Charter School (BCCS)	Dr. Kevin Myers Executive Administrator	drmyers@coronacharter.org (818) 834-5805

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by Bert Corona Charter School (BCCS) on August 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Bert Corona Charter School (BCCS) will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- BCCS website (https://bccs.ypics.org/) and YPICS website (https://www.ypics.org/)

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Essential school site staff, including administrative staff and clerical staff are assigned cellphones that are on the FirstNet Network (National First Responder Cellular Network). Should a major disruption occur, these staff members would use their FirstNet cellular phone to contact families directly through phone calls and/or text messages.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The MTSS Team would identify students with social-emotional, mental health, and academic needs and refer to them to services. As a Community School, the charter school partners with community-based organizations like Luminarias, Inc. to provide mental health services for students. If mental health practitioners are unable to meet with student(s) in-person on the school campus, the provider will use "Zoom" to meet with the student virtually.

BCCS teachers, tutors, and after school program staff will also host virtual sessions on "Google Meet" to support with academic support and enrichment activities.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Bert Corona Charter School (BCCS) will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Meals are provided by an external contracted vendor since the charter school does not have access to a kitchen on site.

Remote Instruction

Plans for remote instruction.

As required, Bert Corona Charter School (BCCS) remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

"Google Classroom" will be the platform to house all instructional materials including links for synchronous (direct) instruction via "Google Meet" and links to learning resources.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Each student receives a Google Chromebook with the Google Suite of applications including "Google Classroom", pre-installed. The school purchases digital textbook licenses from publishers for each student to access standards-aligned instructional/curricular materials. Additional instructional materials may be provided as electronic documents (e.g., pdf, Google Docs, etc.) or links on the "Google Classroom" platform.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

"Google Classroom" is the platform for accessing instructional materials and for the submission of completed assignments to the teacher.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Bert Corona Charter School (BCCS) provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning.

BCCS is a single LEA charter school authorized by the Los Angeles Unified School District.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Students: Regular daily communication between the teacher and students will occur through "Google Classroom." "Google Meet" will be used for virtual meetings with students on a daily or weekly basis, as needed.

Parents/Families: Weekly parent communication will occur through text messages and news updates on the school website.

Faculty/Staff: Internal communications will occur daily and weekly using "Slack" (electronic messaging) and "Google Meet".

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The School Advisory Committee (SAC) will be responsible for the annual review and ensure quality implementation of the Instructional Continuity Plan (ICP).

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

- Evacuation orders lifted
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- Campus free from debris and hazards
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Bert Corona Charter School will include the ICP as part of the Comprehensive School Safety Plan (CSSP).

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan will be reviewed annually in September by the SAC. Any revisions or updates to the ICP will be completed between January and February in preparation of the annual submission of the CSSP by March 1st.

Coversheet

Chief Operations Officer's Report

Section: III. Items Scheduled for Information
Item: G. Chief Operations Officer's Report
Purpose: FYI
Submitted by:
Related Material: COO Report 8-25-25.pdf

Chief Operations Officer Report
August 25, 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.

Operations

Enrollment

All three school sites are currently under enrolled based on the 25-26 budget enrollment goals/minimums. Bert Corona is 15 students below. Morcs is 27 students below. BCCHS is 43 below. Immigration enforcement activities have had an impact on YPICS enrollment. Several families have self-reported that they were going to self deport or look for virtual school options for safety reasons. The YPICS Operations Team will be meeting on Tuesday, August 26 from 8:30 – 11:30am for training and support. One of the main topics will be to discuss and plan an outreach and enrollment plan for the year for each school.

25-26 Target Budget Enrollment			
Grade Level	**BC**	**OR**	**HS**
5	7		
6	110	71	
7	115	112	
8	111	96	
9			41
10			59
11			44
12			50
Total	**343**	**279**	**194**
Enroll Goal	358	306	237
(+/-)	-15	-27	-43
Increase/ Loss	**-$225,000**	**-$405,000**	**-$645,000**
YPICS	**-$1,275,000**		

Facilities

Bert Corona Charter High School

9 rooms have been identified by LAUSD as infested with fleas, including rooms 9-13, student restrooms, cafeteria, and the main office. The source of the infestation was identified as a family of 5 raccoons that have been on the campus for the past 3 years. Staff have been pushing hard to ensure that LAUSD is moving quickly to meet the needs of the school. Although the immediate response was slow, LAUSD has used every resource they have to remedy the situation. LAUSD initially stated it would need 4-8 weeks to remedy the infestation. Staff is trying to remain hopeful

that there will be a quick return to our rooms. The BCCHS staff has responded appropriately and is adapting to the challenge. More details are included in the BCCHS EA board report.

Monseñor Oscar Romero Charter School
In late June, the MORCS campus was vandalized. Both MPR doors (Garcia Hall) were tagged as well as the hanging light fixtures in the outdoor lunch area. The lunch window panes and two classroom door window panes were also damaged with inappropriate pictures carved into the glass. LAUSD removed the graffiti and a contractor replaced the window panes.

Bert Corona Charter School
Two significant concerns exist at the BCCS. 1) the A-1 Bungalow is dipping and will need the foundation to be repaired/leveled. Staff is getting quotes for costs of the repair. 2) When temperatures reach 90 to 100 degrees in the valley, several rooms at BCCS become excessively hot. Staff is tracking the rooms, times and temperatures to determine next steps. The image below is an example of the data that was collected last year in September when temperatures exceeded the 90 degree mark.

Temp	Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	A	Main Office	Admin
86	8:00 AM	70	71	69	71	85	71	71	72	70	72	86	70	83	71	70	71	70	
93	9:00 AM	72	71	71	73	86	74	71	74	72	73	87	72	84	71	71	71	71	72
97	10:00 AM	72	72	71	73	87	77	71	76	73	76	88	73	85	71	72	71	71	70
100	11:00 AM	72	73	72	73	89	79	72	77	75	78	90	75	86	73	70	71	74	70
101	12:00 PM	72	75	74	79	89	81	72	79	76	80	93	77	88	76	71	70	77	72
104	1:00 PM	75	76	75	79	92	82	73	81	78	83	94	79	90	77	75	71	80	69
109	2:00 PM	76	78	80	80	93	81	74	82	81	86	97	81	92	78	76	71	81	69
112	3:00 PM	77	79	85	84	95	81	75	84	83	87	99	83	93	79	79	71	82	70
113	4:00 PM	76	81	88	88	97	81	77	87	82	87	101	83	95	87	80	74	84	71
112	5:00 PM	74	81	89	91	99	83	76	87	81	87	103	82	97	88	83	72	83	70

	75-80 degrees
	81-85 degrees
	86-90 degrees
	91+ degrees

<u>Community Schools</u>

Grants Programs

The Children and Youth Behavioral Health Initiative (CYBHI)
YPICS is beginning to work on the implementation of The Children and Youth Behavioral Health Initiative (CYBHI) grant. Generally, the CYBHI grant works to “reimagine a more integrated, youth-centered system that meets the needs of all young people, particularly those who face the greatest systemic barriers to wellness. The initiative’s goal is to enable California kids to find support for their mental health and substance use needs where, when and in the way they need it most.” Specifically, CYBHI will enable schools to build the necessary capacity, infrastructure and partnerships needed to achieve a long-term and sustainable funding model. At YPICS, we are currently 1) exploring various mental health service models; 2) seeking potential community partners and; 3) learning about Medical billing. Over time, YPICS will be able to bill Medi-Cal and other insurance carriers for mental health services provided on our school campuses. This effort directly connects to our community school efforts and efforts to be able to deliver a full continuum of trauma informed care.

Attendance Recovery Program
Staff is working to develop our Attendance Recovery Programs (AR) at each school. The purpose of the Attendance Recovery Program to mitigate the negative impact that chronic absenteeism and emergency events have had on academic continuity for students and LEA funding. AR programs are voluntary programs that enable students to recoup absences for the purpose of apportionment (up to the lesser of ten total or the total number of absences accrued in a given school year) by attending supplementary sessions outside of the regularly scheduled school day.

Beginning in fiscal year 2025–2026, school districts, county offices of education and classroom-based charter schools may choose to offer an AR program to eligible students enrolled in classroom-based programs before or after school, during weekends, or on intersession breaks.

School Culture and Climate

SCC Staff explored the 24-25 data for Office Discipline Referrals (ODR's) for undesired behaviors for each school. All three schools had more ODR's for Disruption and Defiance than any other undesired behavior. Teams are working together to explore ways to support teachers and students to reduce or extinguish these behaviors on our campuses.

OR	Undesired Behavior	#
1	Disruption, Defiance	405
2	Caused, Attempted, or Threatened Physical Injury	85
3	Bullying	62

BC	Undesired Behavior	#
1	Disruption, Defiance	607
2	Obscene Acts, Profanity, and Vulgarity	166
3	Caused, Attempted, or Threatened Physical	95

HS	Undesired Behavior	#
1	Disruption, Defiance Numerator	475
2	Dress Code Violation	140
3	Inappropriate campus location	58

Coversheet

YPICS Executive Director Report & LAUSD Notice to Cure Letter RE: HS SPED Program Discussion

Section: III. Items Scheduled for Information
Item: H. YPICS Executive Director Report & LAUSD Notice to Cure Letter RE: HS SPED Program Discussion
Purpose: Discuss
Submitted by:
Related Material:
YPIBERTHS 7598 - 2025-2026 Notice to Cure - Bert Corona Charter High School (1).pdf
ED Report August 2025 final.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

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ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

MARLA WILLMOTT
Charter Schools Division Director

NOTICE TO CURE

IMMEDIATE ACTION REQUIRED

August 19, 2025

Distributed Via:
Email & U.S. Mail
RESPONSE DUE: September 3, 2025

Board Chairperson, Mary Keipp
Executive Director, Yvette King-Berg
Interim Executive Administrator, Ruben Duenas
Bert Corona Charter High
12513 Gain Street
Pacoima, CA 91331

SUBJECT: **NOTICE TO CURE: SPECIAL EDUCATION NONCOMPLIANCE**
Bert Corona Charter High
Charter Number (1724) Location Code (7598)

Dear Board Chairperson Mary Keipp, Executive Director Yvette King-Berg, and Interim Executive Administrator, Ruben Duenas:

This letter serves as the Los Angeles Unified School District's ("District") Notice to Cure requiring Bert Corona Charter High's ("Charter School" or "YPIBERTHS") governing board and leadership team to fully and timely cure its non-compliance with adhering to legally required IEP timelines and ensuring timely provision of special education services to students with disabilities. To ensure full compliance with all applicable requirements, pursuant to its statutory oversight obligations, the District's Charter Schools Division ("CSD") requires Charter School's governing board and leadership team to address the violations noted below. Please note that failure to respond to, or sufficiently address, the District's Notice to Cure may result in additional tiered intervention taken by the District and proceed to the next level as necessary, including designating Charter School as not in good standing.

Overview of Legal, District and Charter Requirements

A. Legal Requirements

Charter schools shall adhere to all provisions of federal and state law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and corresponding California law.

The Memorandum of Understanding (MOU) entered into by and between LAUSD and Charter School

regarding the provision and funding of special education services, provides the following agreed upon terms:

"Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education ("FAPE")."

"The Charter School will use forms that align to District standards to develop, maintain, and review assessment and IEPs and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, as needed, including but not limited to CALPADS, SSPT data at student level and Welligent IEPs, in a timely manner as necessary to comply with state law, federal special education laws and regulations."

B. District Requirements

The *LAUSD Policy and Procedures for Charter Schools* includes the following:

"Charter schools shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004."

"All charter schools approved by the LAUSD Board must annually review the following special education areas:

Special Education School Teams - The charter school ensures staff receive training on special education topics and non-discriminatory enrollment practices. The school has informed staff of their responsibility to adhere to all instructional and service delivery requirements. In addition, the school informs the appropriate staff of the translation's procedures for IEP team meeting and documents. The school adheres to the RST caseload requirement and Welligent service tracking procedures to document special education services provided to students.

Compliance Procedures - The school plans ahead and develops systems to meet the legal requirements of all IEPs. The school ensures students with disabilities are afforded a free and appropriate public education ("FAPE") and monitors the provision of all services by monitoring data using Welligent reports. Additionally, the school makes use of multiple resources, such as the District's electronic Policies and Procedures (ePPM) manual and the eLibrary to ensure the school adheres procedurally to all special education legal requirements.

Compliant Timelines - The school prioritizes the scheduling of IEPs by ensuring that all initial evaluations are conducted within 60 days. Additionally, as a best practice, The school schedules

all annual IEPs at least 60 days before the due date and Triennial IEPs 90 days before the due date. The school references and uses the electronic Policies and Procedures (ePPM) manual and the Welligent monitoring reports as sources for ensuring IEP timelines are compliant." (p. 64-65)

C. Charter Requirements

The operative charter for YPIBERTHS includes the following:

"All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education." (p. 271)

"Charter schools acknowledge that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities." (p. 9)

Basis for Corrective Actions

Based on the District's review of YPIBERTHS's status report from Welligent's Master Calendar Report at the time of the oversight visit on April 25, 2025 and subsequent reviews, and other information and documentation received to date, Charter School remains non-compliant in the areas specified below:

(1) Adhering to legally required IEP timelines. As outlined in the table below, Charter School had 27 overdue IEPs at the time of the visit, as of the issuing the 2024-2025 Annual Performance-Based Oversight Report on June 23, 2025, 18 IEPs remained overdue, and as of July 2, 2025, 3 (three) triennial IEPs continued to be overdue;

(2) Ensuring timely provision of special education services to students with IEPs. As outlined in the table below, Charter School's Welligent records showed at the time of the visit that a high number of special education services were not being provided according to student IEPs and as of July 2, 2025, this remains a concern.

Oversight visit date	IEPs overdue as identified during the oversight visit	IEPS overdue as identified as of June 23, 2025	IEPS overdue as identified as of July 2, 2025	Identified during the oversight visit Tiers/service records	Tiers/service records as of June 23, 2025	Tiers/service records as of July 2, 2025
4/25/2025	27	18	3	Tier 6: 10 records Tier 5: 52 records Tier 4: 8 records	Tier 6: 8 records Tier 5: 12 records Tier 4: 19 records	Tier 6: 6 records Tier 5: 12 records Tier 4: 19 records

Although, Charter School submitted a "Remediation Plan" on May 9, 2025, explaining the causes of the 27 non-compliant IEPs identified in the Master Calendar Report—including parent-initiated rescheduling, parental review of draft IEPs, and staffing shortages—the proposed actions, such as aggressive recruitment and use of contracted support, have proven insufficient as the issues have persisted over time and remain unresolved.

Corrective Actions Required

YPIBERTHS's governing board and leadership must immediately take the steps necessary to correct the areas of non-compliance noted above, and provide the CSD with the following information/documentation by September 3, 2025:

1) Submit a written correction plan that ensures full compliance with all applicable requirements relating to students with disabilities, specifically in how it plans to appropriately implement IEPs including the timely convening of IEP meetings.
2) This written correction plan should include/address the following:
    - An explanation and/or rationale for Charter School not completing and implementing all special education and related services identified in the IEPs and not holding IEPs within legal timelines;
    - Identification of each service area and the total number of service minutes owed to each student;
    - For each student owed minutes, attach a schedule that includes the dates and number of minutes that will be provided to each student for each service area.

      NOTE: The written correction plan should reflect the "total minutes" owed for each student and a schedule of when and how owed minutes will be provided and documented in Welligent. The plan is due to the CSD no later than September 3, 2025;
3) Upload into Welligent the communication/letters that notified parents in writing of the need for Charter School to provide the owed services and minutes to their child.
    - Services and minutes will be provided to students;
    - Services and minutes will be reported and the personnel who will report them on a weekly basis on Welligent.
4) Ensure that appropriately credentialed/licensed providers have been hired or contracted with to provide all needed services (e.g., psychological assessments/services, health assessments/services, etc.) as indicated in students' IEPs.
5) Completion of a master calendar scheduling all IEPs and assessments due at the start of the school year and/or approximately one year out from the triennial due date; this includes scheduling in Welligent 60 days out for an annual and 90 days in advance of a triennial, and the issuance of assessment plans at least 60 days prior to the triennial due date.
6) Written assurance that the YPIBERTHS Governing Board will ensure Charter School complies with all applicable requirements relating to students with disabilities and provide evidence that the YPIBERTHS Governing Board is monitoring and addressing the noncompliance of Charter School's special education program as outlined in this Notice to Cure which may include, but not be limited to, providing evidence as appropriate of discussions and/or actions taken at its board meetings.

Please be advised that Charter School failing to take the corrective measures necessary to address this Notice to Cure may require the District to take additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. Additionally, the District may consider Charter School's noncompliance as a substantial governance factor for purposes of the District's renewal recommendation. (See Ed. Code, § 47607(e).)

If you have any questions or need additional information regarding this Notice to Cure, please contact me at b.alvesmonaster@lausd.net or (213) 241-8626.

Thank you for your prompt attention to these concerns.

Sincerely,



Blanca A. Monaster, Ed.D.
CSD Specialist

c: Marla Willmott, CSD Director
Lillian Lee, CSD Fiscal Administrator
Christian Mendez, CSD Senior Coordinator
Allan Villamor, Fiscal CSD Oversight Administrator
Cindy Delos Santos-Iya, CSD Fiscal Services Manager
Dixon Deutsch, COP Director
YPICS Director of Special Education

EXECUTIVE DIRECTOR'S REPORT

August 25, 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.

State:

Remaining Frozen Federal Education Funds Released

From School Services of California
Posted August 1, 2025

Recently, the U.S. Department of Education (ED) released 21st Century Community Learning Centers (21st CCLC) grant funds for the fiscal year 2025 held for review (see the July 2025 *Fiscal Report* article, "Trump Administration Releases Frozen Federal Education Funds"). As you may recall, the 21st CCLC grant program was one of six federal grant programs typically distributed by July 1 each year that the ED held for review on June 30, 2025 (see the July 2025 *Fiscal Report* article, "U.S. Department of Education Delays FY 2025 Funds"). On July 25, 2025, the California Department of Education (CDE) received notice that beginning the week of July 28, 2025, the ED would begin releasing the remaining funds. Yesterday, July 31, 2025, the CDE announced the receipt of the Grant Award Notifications for the remaining programs. These funds are targeted for use in the 2025-26 school year and are listed below.

- Title I-Part C, Elementary and Secondary Education Act (ESEA), Migrant Student Education
- Title II-Part A, ESEA, Supporting Effective Instruction State Grants
- Title II, Workforce Innovation and Opportunity Act, ESEA Adult Education and Family Literacy Act
- Title III-Part A, English Language Acquisition
- Title IV-Part A, Student Support and Academic Enrichment Grants

These programs, along with the 21st CCLC grant program, represent the entirety of the funds held for review on June 30, 2025. The CDE is working to complete the state administrative allocation process for these funds and plans to release the funds to local educational agencies as quickly as possible.

As with all federal grants, the released funding must be used for allowable activities as outlined by the program guidelines. Funds used outside these parameters may be subject to recession.

YPICS:

Strategic Plan: Goals for 2025-2026

As we begin the 2025–2026 school year, YPI Charter Schools remain focused on the goals outlined in our Strategic Plan*. Guided by this year's theme, "Unpacking, Greatness Together!" is the path to continue to move from good to great together and in community, we recognize that every decision, every interaction, and every learning opportunity can lead to growth and every member of the community (scholars, parents, teachers, staff, and administrators) has greatness within them and has the capacity to learn, grow and succeed. Whether that growth is personal, professional, academic, or organizational, we are committed to using every minute with purpose, finding ways to improve ourselves and everyone around us. This includes growing our impact on student achievement, expanding our support systems, strengthening our workforce, and preparing for future opportunities to serve more families. The following are two goals and our instructional strategy for 2025–2026.

* Thank you to Valerie Braimah, Dr. Myers, and the YPICS Executive and Instructional Team leaders for developing the overall organizational major goals.

YPICS 25-26 MAJOR GOALS

Improve writing instruction and student outcomes, as measured by writing unit plans, classroom observations, and student growth on shared writing tasks and benchmarks.

Enablers:

- Identify, adopt and implement a common ELA writing unit template anchored by writing genre, shared genre rubrics, and short writing and feedback cycles.
- Adopt and implement a writing benchmark assessment to be administered for at least 3 times a year (e.g. IAB writing tasks)
- Implement protocols and meeting times to collaboratively examine student work after each unit of study.

Improve student engagement and outcomes in Math as measured by student-reported math confidence and engagement surveys, iReady growth, and SBAC results.

Enablers:

- Align on approach to personalized iReady diagnostic and practice (e.g. students identify 2 practice areas and engage in assessment and practice on at least two problems per day…)
- Teacher training and coaching on how to integrate student choice, agency and self-reflection to increase motivation and engagement in iReady practice.
- Implement protocols and meeting times to collaboratively examine teacher approaches, fidelity to implementation, and resulting student growth.

New Teacher Training & Returning Staff YPICS Professional Development Days:

New Teacher Training: July 29 - August 1, 2025

Our comprehensive four-day new teacher training program was designed to fully immerse our incoming educators in the organizational culture and equip them with the essential tools for a

successful start. The training was structured to provide a blend of foundational principles, instructional best practices, and community-building strategies.

Key topics included:

- **Organizational Foundations:** An in-depth exploration of our "why," along with our mission, vision, outcomes, and expectations. This ensured all new staff gained a deep understanding of our core purpose and guiding principles.
- **Instructional Excellence:** Training on foundational pedagogical frameworks, including an introduction to standards-based grading, best practices for special education service delivery (co-teaching and co-planning), and our Multi-Tiered System of Supports (MTSS).
- **Content and Community:** Specific sessions were dedicated to building trust with parents and students, as well as understanding our Community Schools model. New teachers also received direct content support, including training on iReady Math, to prepare them for immediate classroom application.

Returning Teacher and Staff Professional Development - August 4 - August 11, 2025

The focus for our returning teachers and staff was a collaborative effort aimed at increasing student achievement in both writing and mathematics. This professional development was designed to foster cross-disciplinary collaboration and create consistent learning expectations across our schools.

Highlights of this training included:

- **Writing Across the Disciplines:** ELA teachers received specialized training from LACOE to support writing instruction. In a unique cross-curricular effort, teachers from History (using the "Thinking Nation" and DBQ approach), Math, Science, and even Physical Education departments collaborated to develop specific goals and action plans to embed writing into their respective curricula.
- **iReady:** New Classroom Mathematics California Version training provided to all math teachers teaching students in grades 5^{th}-9^{th} through Algebra.
- **Systemic Improvement:** All departments worked to strengthen pacing and consistent learning expectations across the system. Furthermore, significant time was dedicated to refining departmental systems to support scholars and their families better, ensuring we provide the holistic approach necessary for student and family success.

Summary and Outlook

The summer professional development sessions effectively prepared our new and returning staff for the upcoming school year. By aligning both training tracks with the shared goal of improving student achievement in core subjects (with an intentional focus on writing and mathematics) and refining our support systems, we are poised to provide a more consistent and impactful educational experience. These efforts will strengthen our collective capacity and ensure we are a unified force in realizing our mission for every student and family we serve.

CCSA:

In a significant legal victory, the California Charter Schools Association (CCSA) won a lawsuit against the Los Angeles Unified School District (LAUSD) concerning Proposition 39. A Los Angeles County Superior Court judge ruled that a 2024 policy by LAUSD, which banned charter schools from co-locating at over 300 district campuses, was unlawful.

Proposition 39, a California law passed in 2000, requires school districts to provide "reasonably equivalent" facilities to all public-school students, including those attending charter schools. The court's decision found that LAUSD's policy violated this law by prioritizing traditional district schools over charter schools, which advocates argued disproportionately harmed Black and Latino students. The ruling means that up to 346 school sites are now again available for potential co-location by charter schools.

'It's a Victory' – Behind the Charter Sector's Big Court Win in Los Angeles

By Ben Chapman
August 5, 2025
The 74 Newsletter

Correction: An earlier version of this story misidentified the court that struck down Los Angeles Unified's policy banning charters from using classrooms. The judge was from the California State Superior Court. The article also incorrectly identified the institution where Yvette King-Berg works. She is the executive director of Youth Policy Institute Charter Schools.

The nation's largest charter system has dealt a crushing legal blow to its foes – but challenges remain for the once-revolutionary movement.

After a series of recent losses, the charter sector in Los Angeles claimed a clear win in June when a California State Superior Court judge struck down a Los Angeles Unified policy banning charters from using classrooms at roughly a third of the city's schools.

The policy, which went into effect this year over heated opposition and after a series of contentious board meetings, barred charters from using nearly 346 LAUSD campuses, out of about 1,000.

Proponents of the rule – including the majority of the school board – argued it would protect schools with programs for Black students, low performing "priority" schools, and community schools with social services.

But the California Charter Schools Association said it unfairly blocked one in five students – those who attend charters – from using LAUSD's schools. CCSA took its opposition to court, arguing that the rule violated a state law to provide charters with classrooms at district campuses.

The CCSA won, but L.A.'s charter movement must still confront a potentially hostile LAUSD board and headwinds faced by many schools in L.A. and other big American cities – including declining enrollment, squeezed budgets and federal government immigration enforcement.

"It's a victory, not just for charter schools, but for public school families across the district," said Keith Dell'Aquila, who is vice president, Greater Los Angeles local advocacy for the CCSA.

CCSA's latest legal win is just one of several times it has prevailed over LA Unified in court over policy overreach, Dell'Aquila said.

"It means you cannot privilege one group of students over another simply based off of where, or which model of public school their families have chosen to attend," he said.

Still, L.A. County Superior Court Judge Stephen I. Goorvitch upheld portions of the district policy's charter colocation policy in his decision, allowing LAUSD to restrict charters from school buildings on the basis of capacity or safety issues.

The ruling still gives LAUSD latitude on where to allow charter schools to operate, a point district officials focused on in their statement on the ruling.

"We are very pleased with most aspects of the court's ruling, which denied all of CCSA's contentions aside from two lines in the policy," reads LAUSD's statement, adding: "CCSA significantly mischaracterizes the plain language of both the policy and … ruling."

LAUSD officials said the district has "carefully reviewed the court's ruling and is evaluating all available options" – but reps for LA Unified wouldn't say if the district would appeal the decision.

"We remain firmly committed to serving the best interests of all students in our school communities while continuing to meet our legal obligations," concluded the district's statement.

L.A. Unified has 235 charter schools, more than any other U.S. school system. L.A.'s charter schools outperform the city's schools according to this Stanford research and enroll high numbers of poor students and students of color.

State law gives charter schools across California the right to public school classroom spaces that are "reasonably equivalent" to those offered to other public schools.

But charters have waged legal battles against the district for years, just to gain access to classrooms, Dell'Aquila said. He hopes CCSA's latest win is decisive, but he's not confident it will be.

Charter schools now command a record 22% of the district's enrollment, Dell'Aquila said, giving them a bigger slice of the city than any other large U.S. district. Charter schools in L.A. are losing students like schools across the U.S., he said, but LA Unified is losing kids faster.

And the district just lost an important legal battle with the charter sector.

Judge Goorvitch concluded in his June 27 ruling that the LA Unified policy, which the Board of Education approved with a one-vote majority in 2024, "prioritizes District schools over charter schools and is too vague."

How the district will respond now is largely up to the board. So far, its members aren't talking.

A spokesman for LAUSD Board Member Rocio Rivas, who co-authored the policy, referred a request for comment to LAUSD and declined to make Rivas available for an interview.

LAUSD Board President Scott Schmerelson didn't respond to requests for comment on the ruling.

Reps for United Teachers Los Angeles, the powerful local teachers' union that backed the campaigns of Rivas and Schmerelson, and also supported the colocation policy that was just struck down, also didn't respond to requests for comment.

Morgan Polikoff a professor of education at USC Rossier, said the win could put some wind in the sails of the L.A.'s once mighty-yet-still-massive charter school sector, a national model for charters which has been under fire for years, and yet retains its relevance.

He questioned the need for the policy at a time when LAUSD enrollments have shrunk drastically leaving empty and underused classrooms. Enrollment in LA Unified fell to around 400,000 kids this year, down from a peak of nearly 750,000 students in 2002.

LAUSD Superintendent Alberto Carvalho and board president Schmerelson have each suggested some schools might have to be closed if the trend isn't reversed.

Some estimates put the district at about 40% under capacity in terms of building utilization, but LAUSD doesn't have an official reckoning.

So why is the district trying to throttle charter schools when it has classroom space to spare? It's about money, said Polikoff.

District and charter schools are both funded by the state on a per-pupil basis. Shrinking enrollments mean shrinking school budgets. The district is trying to retain marketshare, he explained.

"The district had basically walled off about a third of their campuses, sort of ironically, the kinds of campuses serving the students who are most likely to enroll in charter schools, said Polikoff, "Maybe not ironically, probably intentionally."

The number of LAUSD schools sharing space with charters has dropped by nearly half in the last seven years, according to documents presented at the LAUSD board's charter committee in May.

Enrollment in the district overall is down about 45% from its peak more than two decades ago, Polikoff pointed out,

“If the policy had had stuck, the district would have had a bit of a guardrail to protect enrollment declines in some of its campuses. And now that isn’t there anymore,” he said.

“Both sectors are struggling, right? And that, I think, is a story of demographic trends in the city.”

Falling enrollment means fewer charter schools have to share space with district-run public schools.

This coming school year, 41 LAUSD schools will house an independently run charter school on their campus, down from 72 in 2018. In the 2017–2018 school year LAUSD provided nearly 23,000 seats for charter kids, it’ll provide about 9,000 in-district seats this year.

With fewer kids from charter schools in district schools, and enrollment dropping and empty classrooms growing across LAUSD, there ought to be less conflict now between district and charters, said Yvette King-Berg, executive director of Youth Policy Institute Charter Schools, which enrolls about 850 students across three schools in L.A.

King-Berg, who serves on CCSA’s board and has four decades of experience working LAUSD and Pasadena schools, said the ruling “moves us back to what’s reasonable.” Issues such as declining enrollments, dropping attendance due to immigration enforcement and falling budgets are common to all LAUSD public schools, she said.

“Taxpayers paid for these school buildings, and if all the taxpayers’ funds are flowing equally for all kids, we shouldn’t be pushing any group of kids out,” said King-Berg. “So it’s my hope that we can find a way now which is a little bit more fair.”

Coversheet

25-26 YPICS Board Calendar Dates

Section: III. Items Scheduled for Information
Item: I. 25-26 YPICS Board Calendar Dates
Purpose: FYI
Submitted by:
Related Material: YPICS_Calendar_Board_Meeting_Dates_2025-2026__1_.pdf

2025-2026 BOARD MEETINGS CALENDAR

Name of School:

YPICS Charter Schools

(Bert Corona Charter, Monseñor Oscar Romero Charter, Bert Corona Charter High School)

All meetings are at: 6:00 pm

Meetings are held at: YPICS Conference Room, 10660 White Oak Avenue, Suite B101, Granada Hills, CA 91344; Bert Corona Charter 9400 Remick Avenue, Pacoima, CA 91331; Bert Corona Charter High School 12513 Gain Street, Pacoima, CA 91331; Monseñor Oscar Romero Charter 2670 West 11th Street, Los Angeles, CA 90006

Meetings will be held on the following dates:

8/25/2025

9/29/2025

10/27/2025

12/8/2025

1/26/2026

3/2/2026

3/23/2026

4/27/2026

5/18/2026

6/8/2026

6/29/2026

Coversheet

FY 25-26 Middle School Calendar Updates

Section: III. Items Scheduled for Information
Item: K. FY 25-26 Middle School Calendar Updates
Purpose: FYI
Submitted by:
Related Material: Board Informative- 25-26 MS Calendar Updated.pdf

Board Informative

August 1, 2025

TO: YPICS Board of Directors

FROM: Ruben Duenas, Chief Operations Officer

SUBJECT: 25-26 Middle School Calendar Updated

BACKGROUND
The 25-26 School Calendar was approved by the Board on May 19, 2025. The middle school site including Bert Corona Charter School and Moseñor Oscar Romero Charter School requested that the week of state testing be changed to shortened days on the 25-26 calendar to better support the implementation of 2026 State Testing.

DETAILS
At the middle schools, the shortened days on January 14th and June 9, 10, and 11th have been moved to May 12, 13, 14 and 15th to support 2026 State Testing. Students are typically exhausted at the end of the day during state testing week. A shortened day allows for students to rest and return the next day more ready to do their best on the test. The Middle School total instructional days and minutes will not be impacted by this change.

BCCHS will remove the January 14th shortened day and replace it with a regular day or full day of school which will increase the total number of instructional minutes by 90 minutes. The existing June schedule better supports the High school finals schedule.

<u>MS and HS Original Calendar</u>

1 *Purple - Shortened Day*

Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January	h	v			v	v	v	v	v			t	t	1	1	1			h	1	1	1	1			1	1	1	1	1	

4 *White-Regular Day*

May	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			h	1	1	1	1			20
June	1	1	1	1	1			1	1	1	1	1			t	t	t	v	h			v	v	v	v	v			v	v		10

3 *Yellow-Shortened Day*

MS New Calendar

1 *White-Regular Day*

Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January	h	v			v	v	v	v	v			t	t	1	1	1			h	1	1	1	1			1	1	1	1	1	

4 *Yellow-Shortened Day*

Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
May	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			h	1	1	1	1		
June	1	1	1	1	1			1	1	1	1	1			t	t	t	v	h			v	v	v	v	v			v	v	

3 *White-Regular Day*

HS New Calendar

1 *White-Regular Day*

Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January	h	v			v	v	v	v	v			t	t	1	1	1			h	1	1	1	1			1	1	1	1	1	

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material:
2. 25-04-04 BCCHS Q3 Williams UCP Report.pdf
2. 25-04-04 BCCS Q3 Williams UCP Report.pdf
2. 25-04-04 MORCS Q3 Williams UCP Report.pdf
2. 25-06-09 BCCS Q4 Report on Uniform Complaints.pdf
2. 25-06-09 MORCS Q4 Report on Uniform Complaints.pdf
2. 25-06-09 BCCHS Q4 Report on Uniform Complaints.pdf
1. YPICS BCHS Parental Involvement Policy - 25-26.pdf
1. YPICS MORCS Parental Involvement Policy - 25-26.pdf
1. YPICS BCCS Parental Involvement Policy - 25-26.pdf
1. Recommendation to approve 2025-2026 Parental Involvement Policies for BCCS, MORCS, and BCCHS.pdf

Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

DISTRICT NAME	DATE
Bert Corona Charter High School	April 4, 2025
PERSON COMPLETING THIS FORM	**TITLE**
Ruben Dueñas	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**
Yvette King-Berg	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@lacoe.edu

Form No. 601-122 04/24/2024

Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

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

Quarter Covered by This Report (Check One Below):

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

DATE REPORT WAS PRESENTED TO THE GOVERNING BOARD AT A REGULARLY SCHEDULED MEETING
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**
Yvette King-Berg	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@lacoe.edu

Form No. 601-122 04/24/2024

Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

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

Quarter Covered by This Report (Check One Below):

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Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

DISTRICT NAME	DATE
Bert Corona Charter School	June 6, 2025
PERSON COMPLETING THIS FORM	**TITLE**
Dr. Kevin Myers	Executive Administrator

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DATE REPORT WAS PRESENTED TO THE GOVERNING BOARD AT A REGULARLY SCHEDULED MEETING
June 9, 2025

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SIGNATURE OF DISTRICT SUPERINTENDENT	**DATE**
Yvette King-Berg	June 6, 2025

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Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

DISTRICT NAME	DATE
Monseñor Oscar Romero Charter School	June 6, 2025
PERSON COMPLETING THIS FORM	**TITLE**
Freddy Zepeda	Executive Administrator

Quarter Covered by This Report (Check One Below):

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SIGNATURE OF DISTRICT SUPERINTENDENT	**DATE**
Yvette King-Berg	June 6, 2025

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Form No. 601-122 04/24/2024

Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

DISTRICT NAME	DATE
Bert Corona Charter High School	June 6, 2025
PERSON COMPLETING THIS FORM	**TITLE**
Ruben Dueñas	Executive Administrator/Chief Operations Officer

Quarter Covered by This Report (Check One Below):

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SIGNATURE OF DISTRICT SUPERINTENDENT	**DATE**
Yvette King-Berg	June 6, 2025

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Form No. 601-122 04/24/2024

YPI CHARTER SCHOOLS

BERT CORONA Charter High School

Parent Involvement Policy

Bert Corona Charter High School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Bert Corona Charter High School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Bert Corona Charter High School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Bert Charter High School will jointly develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Bert Corona Charter High School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Avenue Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs like the school's after school program.

Consistent with the requirements of section 1118(f) of the ESEA, Bert Corona Charter High School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Max Garcia, Executive Administrator, mrmgarcia@coronacharter.org.

YPI CHARTER SCHOOLS

MONSENOR OSCAR ROMERO Charter School

Parent Involvement Policy

Monseñor Oscar Romero Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Monseñor Oscar Romero Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.morcs.ypics.org. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Monseñor Oscar Romero Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Monseñor Oscar Romero Charter School will jointly develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.morcs.ypics.org. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Monseñor Oscar Romero Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Monseñor Oscar Romero Charter School will coordinate and integrate parent involvement

programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs like the school's after school program.

Consistent with the requirements of section 1118(f) of the ESEA, Monseñor Oscar Romero Charter School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Freddy Zepeda, mrzepeda@romerocharter.org.

YPI CHARTER SCHOOLS

BERT CORONA Charter School

Parent Involvement Policy

Bert Corona Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Bert Corona Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Bert Corona Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Bert Charter School will jointly develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: www.fentoncharter.net. In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Bert Corona Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Avenue Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how

Title I funding is being used to address student achievement, as well as other programs like the school's after school program.

Consistent with the requirements of section 1118(f) of the ESEA, Bert Corona Charter School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs. The school contact for Parent/Family involvement is Dr. Kevin Myers, Executive Administrator, drmyers@coronacharter.org.

August 25, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve 2024-2025 Parental Involvement Policies for BCCS, MORCS, BCCHS, and YPICS Parent/Student Handbook

BACKGROUND

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

ANALYSIS

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

The Parental Involvement Policies for each school are included here for review and approval by the Board.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Parental Involvement Policies **for BCCS, MORCS, BCCHS.**

Coversheet

Recommendation to Approve Resolution 2025-1: Sufficiency of Instructional Materials

Section:	V. Items Scheduled For Action
Item:	A. Recommendation to Approve Resolution 2025-1: Sufficiency of Instructional Materials
Purpose:	Vote
Submitted by:	
Related Material:	Sufficiency of Instructional Materials Board Resolution NO. 2025-1.pdf

Board Resolution #2025-1

RESOLUTION OF THE BOARD OF TRUSTEES OF THE YPI CHARTER SCHOOLS

SUFFICIENCY OF INSTRUCTIONAL MATERIALS

WHEREAS, the governing board of the YPI Charter Schools, to comply with the requirements of *Education Code* Section 60119, held a public hearing on August 25, 2025, at 6:00 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

WHEREAS, the Board provided notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

WHEREAS, the Board encouraged participation by parents/guardians, teachers, and members of the community, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the YPI Charter Schools, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials, or both, to use in class and to take home, which may include materials in a digital format, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" also means that all students are enrolled in the same course within the YPI Charter Schools have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects and the YPI Charter Schools have provided sufficient textbooks and materials as per the list included with the 8/25/25 Board packet (see attached).

NOW THEREFORE, it is resolved that for the 2025-2026 school year, the YPI Charter Schools has provided each pupil with sufficient textbooks or instructional materials aligned to the academic content standards, consistent with the cycles and content of the curriculum frameworks, and the materials approved to date by the California State Board of Education.

PASSED, APPROVED AND ADOPTED this 28th day of August 2023 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Date: 8/25/2025

_____
Mary Keipp, Board Chair

_____
Sandra Mendoza, Board Secretary

Coversheet

CCU Credit Cards Changes: Close and Open Accounts

Section:	V. Items Scheduled For Action
Item:	B. CCU Credit Cards Changes: Close and Open Accounts
Purpose:	Vote
Submitted by:	
Related Material:	Credit Card proposed changes 08-25-25 board brief.pdf

YPI CHARTER SCHOOLS

August 25, 2025

TO: YPI Charter Schools
Board of Directors

FROM: Ruben Duenas
Chief Operations Officer

SUBJECT: Recommendation to approve the following card holder changes to the CCU school credit cards.

BACKGROUND
Every year as staffing changes, YPICS issues, closes and re-evaluates the need for school credit card holders. The following positions are positions which receive credit cards associated with specific amounts.

Position	Credit Card Limit
Executive Director (ED)	$5,000
Chief Operations Officer (COO)	$5,000
Director of Technology	$1,000
Senior Director of Community Schools	$3,000
Executive Administrator (EA)	$5,000
HS Assistant Executive Administrator (AEA)	$5,000
Operations Lead	$1,000

ANALYSIS
With the COO no longer serving as the interim EA of the high school, his credit card will no longer be utilized for high school purchases in addition to YPICS purchases.

There is now a need for the new high school EA to receive a school credit card and no longer a need for the AEA to have a credit card.

Proposed Updates/ Changes

Position	Employee Name	Change
High School AEA	Yolanda Fuentes	Close out
High School EA	Max Garcia	Open and add limit of $5,000

RECOMMENDATION

It is recommended that the Board of Directors approve closing Yolanda Fuentes'credit card and opening a credit card for the new high school's executive administrator, Max Garcia with a card limit of $5,000.