

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday March 23, 2026 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 Zoom link below: <https://us06web.zoom.us/j/89671395431>

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

Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Record Attendance and Guests	Yesenia Zubia	
B.	Call the Meeting to Order	Mary Keipp	
C.	Additions/Corrections to Agenda	Mary Keipp	1 m
D.	Approval of March 2, 2026 Regular Board Meeting Minutes	Approve Minutes Mary Keipp	1 m

II. Communications			6:02 PM
A.	Presentations from the Public	FYI Mary Keipp	

END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449

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

Instructions for Presentations to the Board by Parents and Citizens

YPICS (or the "Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board")

	Purpose	Presenter	Time
<p>is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:</p>			

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

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

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

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

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

III. Items Scheduled for Information			6:02 PM
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A. Board Committee Updates	FYI	Committee Chairs	5 m
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1. Board Academic Committee update presented by Committee Chair Cesar Lopez
2. Board Finance Committee update presented by Committee Chair, Michael Green
3. Board Technology Committee update will be presented by Committee Chair, Dean Cho

	Purpose	Presenter	Time
B. Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
C. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
D. Bert Corona Charter High School Executive Administrator's Report	FYI	Max Garcia	2 m
E. YPICS Chief Operations Officer's Report	FYI	Ruben Duenas	2 m
F. YPICS Executive Director Report	FYI	Yvette King-Berg	2 m
G. Regional Placement Program: Partnership with Expatriate	FYI	Yvette King-Berg	2 m
This is an update on the development of the Expatriate Regional Placement Program agreement.			
H. BCCHS Prop 39 Alternative Agreement	FYI	Yvette King-Berg	2 m
Bert Corona Charter High School and LAUSD have executed the alternative use agreement for the 2026-2027 school year.			
IV. Consent Agenda Items			6:21 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
There are no consent items for this meeting.			
V. Items Scheduled For Action			6:27 PM
A. FY25-26 YPICS February Financials	Vote	Irina Castillo	5 m

	Purpose	Presenter	Time	
	This is a recommendation to approve the YPICS February 2026 financials and check registers as submitted.			
B.	YPICS FY24-25 990 Tax Return	Vote	Irina Castillo	10 m
	This is a recommendation to approve the YPICS 990 tax return for year June 30, 2025.			
C.	YPICS Audit Selection for Fiscal Year Ending June 30, 2026	Vote	Yvette King-Berg	5 m
	This is a recommendation to approve selecting Clifton Larson Allen, LLP as the audit firm with Wade McMullen as the engagement principal for the audit ending June 30, 2026.			
D.	YPICS FY26-27 Calendar	Vote	Ruben Duenas	4 m
	This is a recommendation to approve the proposed FY26-27 school calendar.			
VI.	Announcements			6:51 PM
A.	Next Board Meeting	FYI	Yvette King-Berg	2 m
	The next YPICS Regular Board Meeting is scheduled for Monday, April 27, 2026.			
VII.	Closing Items			6:53 PM
A.	Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of March 2, 2026 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of March 2, 2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on March 2, 2026

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday March 2, 2026 at 6:00 PM

Location

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

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/83039239301>

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Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006
17037 Chatsworth St, #201, Granada Hills CA 91344

Trustees Present

C. Lopez, D. Cho, M. Green (remote), M. Keipp, S. Mendoza

Trustees Absent

None

Trustees who arrived after the meeting opened

S. Mendoza

Guests Present

D. Rios (remote), F. Zepeda, I. Castillo, J. Osorio (remote), K. Myers, M. Garcia, R. Bradford, R. Duenas, V. Nutt, Y. Fuentes (remote), Y. King-Berg, Y. Zubia

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Mar 2, 2026 at 6:12 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of December 8, 2025 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 12-08-25.

D. Cho seconded the motion.

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

Roll Call

D. Cho Aye

M. Green Aye

S. Mendoza Absent

M. Keipp Abstain

C. Lopez Aye

E. Approval of February 2, 2026 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 02-02-26.

D. Cho seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

S. Mendoza arrived.

1. Board Academic Committee update presented by Committee Chair Cesar Lopez- The Academic Committee did meet in January to review the CA Dashboards for each school.

The next scheduled meeting will be in March to review mid-year district benchmark assessment results against the academic school action plans. Lastly, ED King-Berg will conduct an outside audit of the Special Education Program, which will focus on program review along with academic outcomes, number of students, and fiscal best practices when supporting students with IEPs

2. Board Finance Committee update presented by Committee Chair, Michael Green: Finance Committee met last on February 2, 2025, at 5:00 PM. The committee's recommended fiscal items were presented to the board for approval during the regular board meeting held the same day at 6:00 PM. This committee is looking forward to reviewing the Special Education Audit Recommendations for implementation to improve the outcomes. The Audit Team is being led by Alice Fisher, Retired CDE Special Education Director.

3. Board Technology Committee update will be presented by Committee Chair, Dean Cho. Ryan and I have been reviewing e-rate consulting from learning tech. Based on their pricing, they are unreasonable. Our current E-Rate Consultant, Learning Tree, is about 20k total for the year. Vet other consultants. The Director is reviewing other E-Rate consultants. Ryan has budget tracking for forecasting. He has helpful diagrams; the goal is to have a virtual for decision making. From Board Member Cho's perspective, Learning Tree is quite expensive. BCCS firewall: The equipment was delivered many months ago, and we need a plan to replace the existing firewall. The licensing will expire in 3 years. MORCS needs to upgrade beginning on 27. The overall goal is to standardize the entire network. Managing the staff to the equipment network is positive. We will need to engage someone to develop an overall security plan.

B. YPICS Director of Special Education's Compliance Report

Comparison of February vs March Data Comparing and analyzing IEP and Service Compliance data for February and March reveals varying levels of improvement across the three schools. The detailed comparison, including the change from February to March, is provided below: Key Findings and Analysis. The primary goal for compliance is to maximize the percentage of students in Tiers 1-2 (90%-100% Service Delivery) and minimize the number of Overdue IEPs and service delivery in Tiers 4-6 (0%-70% Service Delivery).

1. BCCHS (Bert Corona Charter High School):

- Service Delivery (Tiers 1-2): Decreased from 90.0% to 88.3% (-1.7%). While it remains the highest of the three schools, this marks the first downward trend for the school.
- The "Yellow Zone" (Tier 3): Increased from 6.0% to 7.8%. This explains the dip in Tier 1-2; about 2% of the student population drifted from "full service" into the "partial service" category.
- Low Delivery (Tiers 4-6): Improved slightly from 3.0% to 2.9%. They are doing an excellent job of keeping the "critically underserved" population very small.
- Compliance: Overdue IEPs rose from 1 to 2.
 - Analysis: One IEP remains overdue while we explore placement options, while the other IEP became overdue due to a mistake made when calendaring the IEP meeting. The IEP has been scheduled for March 6, 2026.

2. BCCS (Bert Corona Charter School):

- Service Delivery (Tiers 1-2): Improved from 73.7% to 75.6% (+1.9%).
- The "Yellow Zone" (Tier 3): Dropped from 21.0% to 16.7% (-4.3%). This is a positive trend, as students previously receiving only 80-89% of services are likely the ones who moved up into the 90-100% bracket.
- Low Delivery (Tiers 4-6): Increased from 4.8% to 6.0%. While small, this indicates a handful of students (roughly 2 additional students based on the raw count) are now receiving significantly fewer services than required.
- Compliance: Overdue IEPs rose from 0 to 2.
 - Analysis: One of the overdue IEPs was caused by case carrier oversight, while the other was caused by a shift in a contracted service provider. Both IEPs should be compliant by March 2, 2026.

3. MORCS (Monsenor Oscar Romero Charter School):

- Service Delivery (Tiers 1-2): Improved slightly from 62.1% to 62.3% (+0.2%).
- The "Yellow Zone" (Tier 3): Remained exactly the same at 33.3%. One-third of their students consistently receive 80-89% of their services.
- Low Delivery (Tiers 4-6): Improved from 4.5% to 4.3% (-0.2%).

- Compliance: Maintained 0 overdue IEPs.

C. Bert Corona Charter School Executive Administrator's Report

Instructional update

iReady Deep Dive Celebrations: During our data review, we identified the following student groups who have already met or exceeded their end-of-year goals! These groups include general education, special education, and English learners across various on-campus cohorts.

Math Areas of Focus: As an organization, YPICS identified math as a need across all schools. To address this need, we have been partnering regularly with the UCLA Math Project and iReady to train teachers, observe instruction, and identify tools and strategies to increase engagement and performance in our schools. At BCCS, we have identified the following areas of focus with the support of our partners:

- Academic Discourse
- Utilization of the iReady Resources and Slides
- Utilization in each lesson/unit of the prerequisite lesson identified by the iReady program
- Monitoring of pacing using the iReady pacing guide tool

Community Schools

Our community schools team continues to build strong relationships with our students, families, and community partners. During our spring parent conferences, the team will be conducting our second round of stakeholder surveys using the YouthTruth platform. Based on the fall semester survey, we adjusted our strategic plan for the year to address the needs identified. We plan to do the same with spring-semester feedback and will use the data from both to plan for the 26-27 school year. Our CS team is also working on a trip to Washington, D.C., over spring break for some of our 8th-grade students. Through a partnership with EF Tours, our 8th graders have raised funds over the last 8 months to pay for their trip, and they are set to depart in April. Mr. Walter, our 8th-grade English teacher, is leading the trip.

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

Instruction

Our 6th-grade team implemented a targeted motivation strategy tied to growth on the i-Ready Diagnostic and personalized lessons platform. Students who completed the most i-Ready lessons with passing scores were recognized for their persistence, effort, and academic ownership.

- 18 students earned this recognition.

- Students were celebrated with a two-hour field experience at Ultrazone Laser Tag.
- The experience provided structured team-building, positive peer engagement, and a fun incentive directly tied to academic performance.

This celebration reinforces our commitment to:

- Linking academic effort to meaningful recognition.
- Promoting growth mindset and stamina in foundational Math and Reading skills.
- Building positive grade-level culture around achievement. We will continue to monitor i-Ready lesson completion and passing rates to ensure increased rigor, accountability, and growth across all grade levels.

Culture & Climate

Our PPR system continues to reinforce positive behavior, academic effort, and alignment with our school values. Current PPR totals:

- 6th Grade: 167
- 7th Grade: 127
- 8th Grade: 157.

These recognitions include positive phone calls home and the acknowledgment of students who demonstrate responsibility, leadership, and perseverance. The consistency of recognitions reflects staff commitment to celebrating what is going well and proactively shaping school culture. Current ODR totals:

- 6th Grade: 36
- 7th Grade: 198
- 8th Grade: 183

While 6th-grade referrals remain relatively low, 7th- and 8th-grade students continue to require targeted behavioral supports.

Our focus moving forward includes:

- Restorative conversations and reteaching expectations.
- Tiered behavioral interventions.
- Increased family communication.
- Alignment of classroom systems to reduce repeat referrals.

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

Academics

Third Writing Assessment

Throughout the 2025–2026 school year, all students have completed two writing assessments: the Fall Writing Assessment, which focused on narrative writing, and the Winter Writing Assessment, which centered on explanatory writing. The upcoming Spring Writing Assessment will emphasize argumentative writing. English teachers will administer this assessment in their classes during the week of March 2–6, 2026. During the January Total Professional Development day, all teachers, including English teachers, participated in the Los Angeles County Office of Education (LACOE) Writing Across the Curriculum training. This session provided additional strategies and resources to enhance students' writing proficiency across all subject areas. The training represented the fourth installment in a series of LACOE-facilitated professional learning sessions conducted this school year.

College & Career

Dual Enrollment

Spring 2026 LAMC Courses For Spring 2026, the Los Angeles Mission College (LAMC) courses offered on our campus are Chicano Studies 008: The Mexican-American in the History of the United States II and Administrative Justice 104: Introduction to Forensic Science. Chicano Studies 008 began on February 9 and currently has 30 students enrolled. Administrative Justice 104 began on February 25 and currently has 32 students enrolled.

Parent Workshops (Ongoing)

On February 3, we held our monthly Parent College Workshop, “Choosing College Together,” designed to help parents and students navigate the uncertainties of selecting the right college fit. During the session, parents gained valuable insight into the transition process their students will experience and learned practical ways to support them through the journey to ensure college enrollment and completion.

School Culture and Climate

Athletics BCCHS's athletics program has recently concluded the boys' and girls' soccer seasons and the boys' basketball season. Unfortunately, both the soccer teams and the boys' basketball team missed the playoffs this year for the first time in three years. While this outcome was challenging for our student-athletes, we see it as an opportunity for growth and development within our programs. Athletics play a crucial role in fostering our school culture and spirit. We remain committed to enhancing our programs and supporting our student-athletes' development. Looking ahead, we are excited to kick off our spring sports season, which includes girls' softball, boys' baseball, and boys' volleyball. We are optimistic about the potential of these teams and are dedicated to ensuring a positive experience for all our athletes.

Operations

Enrollment Summary 9th Grade: 45, 10th Grade: 56, 11th Grade: 45, 12th Grade: 50
Total Enrollment: 196 students

F.

YPICS Chief Operations Officer's Report

Operations

Enrollment: All three school sites are currently under-enrolled based on the 25-26 budget enrollment goals/minimums. Bert Corona lost 1 student. MORCS had no change. BCCHS added 2 students.

Attendance Recovery

Background: Senate Bill (SB) 153 established the Attendance Recovery (AR) program to mitigate the negative impact of chronic absenteeism and emergency events on students' academic continuity and LEA funding. Beginning in fiscal year 2025–2026, LEAs can start AR programs.

Impact: AR programs enable students to recoup absences for apportionment purposes, up to the lesser of 10 total absences or the total number of absences accrued in a given school year, by attending supplementary sessions outside the regularly scheduled school day.

Programming: All YPICS sites have begun offering an AR program to students before or after school, on weekends, or during intersession breaks (Thanksgiving, Winter, Spring, Summer). Students participating in an AR program engage in educational activities and content aligned with grade-level standards that are substantially equivalent to the student's regular instructional program.

Recordkeeping: YPCIS is tracking and reporting attendance from participation in an AR program separately from attendance generated during the regular school day (EC Section 46211(d)(3)). The teacher of each AR classroom must document each student's participation time if an hourly accounting of student participation is used. The LEA must maintain these records and provide access to this documentation during their annual audit, as needed (EC Section 46211(e)(1)).

Annual Audit: Starting with the 2025–26 Guide for Annual Audits of K–12 LEAs, Section H.Z. directs auditors to verify the requirements of (d), (e), (f) and (g) of EC Section 46211, and assess fiscal penalties for noncompliance (EC Section 46211(j)).

G. YPICS Executive Director Report

Subject: Charter Oversight Preparation & Strategic Partnership Progress

1. LAUSD Oversight Preparation & Strategic Alignment

Our schools are currently in the final stages of preparation for the upcoming LAUSD Oversight Visits. This process is deeply rooted in a cycle of continuous improvement:

- Foundation: The 2024-2025 District Reports served as one of the primary data sources for setting this year's goals and informing our strategic planning sessions at each site.
- Alignment: School leadership teams are currently conducting final reviews to ensure that YPICS Network Goals are seamlessly integrated with school-specific targets identified during last year's review.
- Transparency: These reports were emailed to Board Members in June 2025 and were vetted during the Fall 2025 Board Academic and Fiscal Committee Meetings. They are presented today for the full Board's review and filing.
- Upcoming Oversight Schedule: MORCS: Thursday, April 16, 2026 BCCHS: Monday, April 20, 2026 BCCS: Thursday, April 23, 2026 Action Item: The 24-25 District Reports have been added to today's Consent Agenda for formal receipt and filing. As always, you are welcome to attend.

2. Professional Development & Strategic Partnerships We continue to leverage high-impact partnerships to drive instructional excellence across the network.

LACOE: Writing Literacy Initiative

Our partnership with the Los Angeles County Office of Education (LACOE) is currently leading network-wide Professional Development focused on writing literacy.

- Impact: This work has gained external recognition; several YPICS teachers have been invited to co-present their findings and student progress alongside LACOE at the California Assessment Conference this September.

UCLA Math Project: Framework Implementation

The UCLA Math Project remains a cornerstone of our STEM strategy.

- Focus: Deepening teacher mastery of the CA Math Framework and shifting classroom culture toward "mathematical risk-taking."
- Goal: Moving beyond rote memorization to foster student confidence and collaborative problem-solving.
- Observation: Our next Learning Walk is scheduled for March 11, 2026, at MORCS, where we will observe these strategies in live classroom environments.

Summary of Next Steps

- Finalizing site-level documentation for April visits.
- Preparing teacher presenters for the September California Assessment Conference.

- Conducting the MORCS UCLA Math Learning Walk on 3/11.

H. Form 700

Board Chair Keipp reminded all board members that they must submit their Form 700 responses electronically via the county website at <https://losangelescounty.southtechhosting.com/eDisclosure>.

IV. Consent Agenda Items

A. Background

B. Consent Items

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

M. Green seconded the motion.

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

Roll Call

C. Lopez Aye

M. Green Aye

S. Mendoza Aye

D. Cho Aye

M. Keipp Abstain

Board Chair Keipp reminded the board that the oversight reports have been used, vetted, and discussed to align goals during the fall Academic and Fiscal Board Committee Meetings. If there are any questions or further discussion, we will need to move it off consent and add it as an action item. Board Secretary Sandra Mendosa had a question but decided to withdraw her question.

V. Items Scheduled For Action

A. FY25-26 YPICS January Financials

C. Lopez made a motion to approve the YPICS January financials with the corrected check register.

D. Cho seconded the motion.

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

Roll Call

C. Lopez Aye

D. Cho Aye

M. Keipp Abstain

S. Mendoza Aye

M. Green Aye

B. YPICS FY25-26 2nd Interim Report

C. Lopez made a motion to approve the YPICS 25-26 2nd Interim Reports.
S. Mendoza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Cho Aye
M. Keipp Abstain
M. Green Aye
C. Lopez Aye
S. Mendoza Aye

C. YPICS Safe and Secure Learning Environment for All Students Policy Update

C. Lopez made a motion to approve recommended updates to the YPICS Safe and Secure Learning Environment for All Students.
M. Green seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Mendoza Aye
D. Cho Aye
C. Lopez Aye
M. Keipp Abstain
M. Green Aye

D. Regional Placement Center Program: Partnership with Expatiate

C. Lopez made a motion to approve authorizing the Executive Director to move forward with developing a MOU with a detailed service agreement.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Recommendation to approve Larson Communications Proposal

C. Lopez made a motion to approve the Larson Communications agreement.
S. Mendoza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Cho Aye
M. Keipp Abstain
C. Lopez Aye

Roll Call

M. Green Aye
S. Mendoza Aye

F. Comprehensive School Safety Plan BCCS

C. Lopez made a motion to approve the updated BCCS Comprehensive Safety Plan.
S. Mendoza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Green Aye
D. Cho Aye
S. Mendoza Aye
C. Lopez Aye
M. Keipp Abstain

VI. Announcements

A. Next Board Meeting

The next board meeting will be held at the YPICS Learning and Support Center on Monday, March 23, 2026.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:09 PM.

Respectfully Submitted,
Y. Zubia

Documents used during the meeting

- 26-03-02 YPICS DoSP BoD Report.pdf
- 26-03-02 BCCS EA BoD Report.pdf
- 25-26 MORCS EA BoD Report March 2, 2026.pdf
- 26-03-02 BCCHS EA BoD Report.pdf
- 26-03-02 YPICS COO BoD Report.pdf
- Executive Director's Report March 2026.pdf
- YPIOSCAR 8196 - APBOV 2024-2025.pdf
- YPIBERT 8054 - APBOV Report 2024-2025 (2).pdf

- YPIBERTHS 7598 - APBOV Oversight 2024-2025.pdf
- 25-26 YPICS Financials Board Packet 01.26.pdf
- 19-64733-0114959 MORCS 2nd Interim Form 62.pdf
- 19-64733-0106872 BCCS 2nd Interim Form 62.pdf
- 19-64733-0132126 BCHS 2nd Interim Form 62.pdf
- Board Brief- YPICS Safe and Secure Learning Environment for All Students Update.pdf
- Safe and Secure Learning Environment for All Students.pdf
- Board_Summary_-_RPP.docx__1_.pdf
- RPP__MOU_-_YPI.pdf
- LC -- Youth Policy Institute Charter Schools (YPICS) -- 03.01.26-06.30.26 -- FINAL -- unsigned.pdf

Coversheet

Bert Corona Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: B. Bert Corona Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 2026_03_23_BoD_Report_BCCS_EA.pdf



Board Report
Dr. Kevin Myers, Executive Administrator
March 23, 2026

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

Instruction & Performance Data

PD and Training-Paras, inclusive environment, training for trainers

At the last board report, I shared that we had done a deep dive into our iReady data and noticed some trends with our special education scores. Our goal is always to provide equitable access to instruction for our students and one way to do that is to ensure that our staff is well-trained and supported to meet the needs of our kids. As such, we partnered with Mr. Nutt and CHIME schools to send our staff to several trainings during the month of March.

- A small team including one of our general education teachers, an RSP teacher, and our Coordinator of Instruction attended a training on building inclusive environments. This training focused on inclusive practices that build community and build in strategies for effective co-teaching and planning.
- Our BIs and special education tutors (paraprofessionals) attended a training called, "How to be an Effective Paraprofessional" where they learned new and innovative strategies to provide supports to their students.
- Our lead tutor is attending a training to learn how to provide coaching and support to our special education paraprofessionals.



Observations and Focus for Feedback

In addition to our efforts to provide more support and training to our team, we also decided to focus our observations specifically on strategies that would support all learners. This effort began last week and we will continue to provide support and coaching using the tool below throughout the spring semester.

SpEd/ELD Instructional Must-Dos Walkthrough Tool			
Teacher Name			
MUST DO	EVIDENCE/EXAMPLES	Y/N	NOTES
Student Support	Implementation of student-specific accommodations	<input type="checkbox"/>	
	Structured Small Groups	<input type="checkbox"/>	
	Targeted support/assignments	<input type="checkbox"/>	
	Teacher Circulating Around Room Checking in with students	<input type="checkbox"/>	
	Regular CFUs (individual student accountability)	<input type="checkbox"/>	
Co-Teaching & Co-Planning	Students working with resource teacher	<input type="checkbox"/>	
	Co-Teaching Role(s)	<input type="checkbox"/>	
	Contributed to Co-Planning	<input type="checkbox"/>	
Lesson Design	Sentence Frames	<input type="checkbox"/>	
	Explicit Vocabulary Instruction	<input type="checkbox"/>	
	Do Now ≤5mins Direct Instruction ≤10mins Practice - Exit Ticket	<input type="checkbox"/>	
Academic Monitoring	Teacher Tracking Mastery	<input type="checkbox"/>	
	Distributed support	<input type="checkbox"/>	
	Providing Feedback	<input type="checkbox"/>	
PBIS	Positive Narration	<input type="checkbox"/>	
	Scholar Dollars	<input type="checkbox"/>	
	Using Behavior Growth Chart	<input type="checkbox"/>	
	Strong Rapport with Students	<input type="checkbox"/>	
	Reminders of Expectations (posted or verbal)	<input type="checkbox"/>	
Writing Across All Content Areas	Multiple Writing Opportunities (e.g., Do Now, Exit Ticket, Group Work/Practice)	<input type="checkbox"/>	
MATH	UCLA Engagement Practices	<input type="checkbox"/>	
	i-Ready Slides	<input type="checkbox"/>	
	Discourse Cards	<input type="checkbox"/>	



Book Fair

During parent conferences this week (March 16th-20th) we have had our Scholastic Book Fair in one of our classrooms. Students and teachers have visited during the school day and parents can visit with their families during conference times. Many of our families have gone through the fair and have picked up books for their kids!

To incentivize visits, we used our Scholastic Dollars (free money awarded to schools based on the number of books they sell during the fair) to give away free books to kids. Using our social media and messages posted around the school, we gave kids clues about where “Free Book” gift certificates were hidden around campus. Kids engaged in a scavenger hunt to find the tickets and were very excited to visit the fair to get their free books!

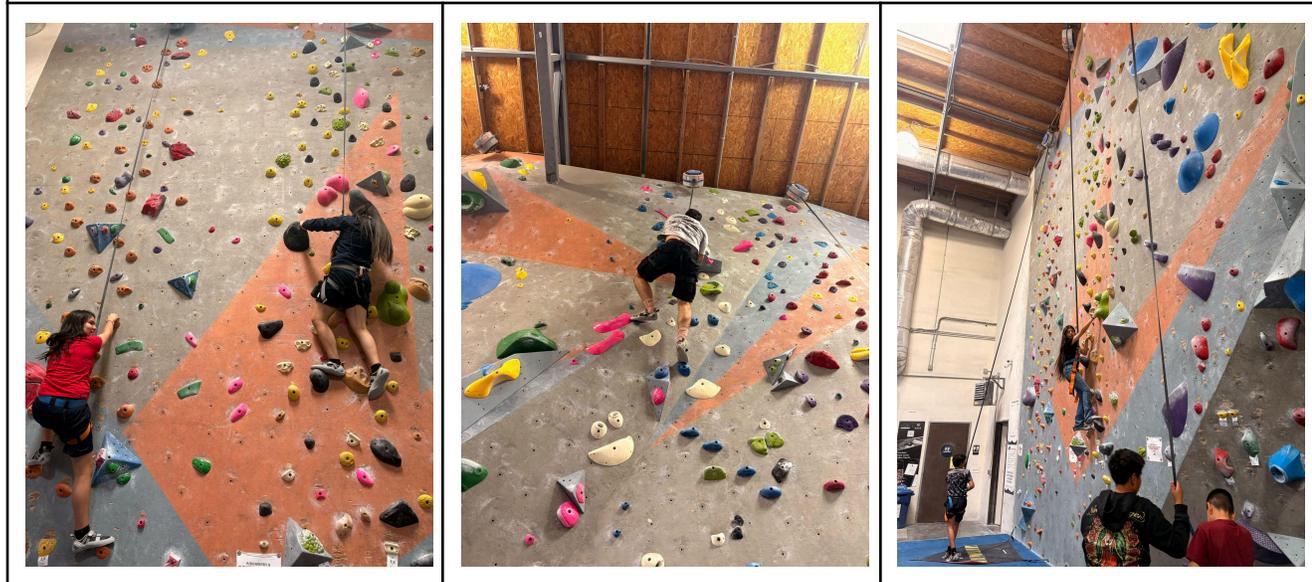
College Course

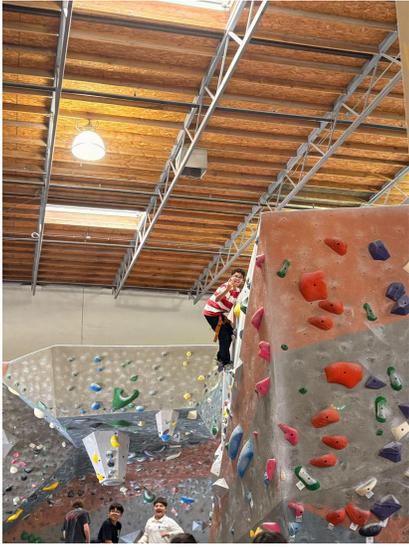
This month, we started a partnership with Mission College to offer free college courses to our 8th graders. The courses are offered at BCCS during the school day so we don’t have to worry about access or transportation. Students are required to have a 4.0 GPA and must have a recommendation from a teacher to enroll in the class. Our kids have been very engaged and excited about this opportunity, as have our parents!

Engaging Instruction and PBL

Our teachers have done an excellent job of pushing student engagement this year! Project-based learning is a hallmark of our school, but it is not a specific initiative or area of focus this year. Nonetheless, our teachers have jump into the deep end of the “project pool” and they are providing many opportunities for kids to construct learning through projects in their classes. In addition, they have been thinking outside the box about experiential learning that will help kids build connections between real life experiences and the content they are learning. Some examples are below:

Learning about forces through rock climbing at Top Out



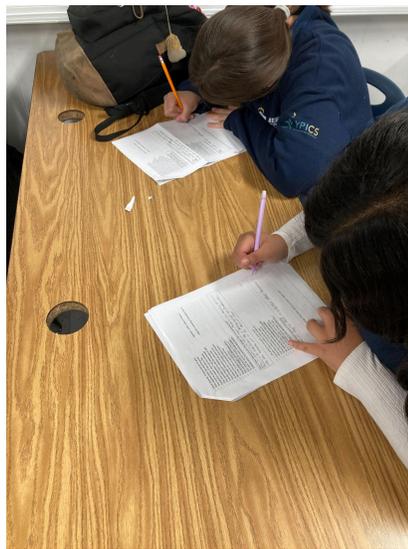


Masks for Heroes Research

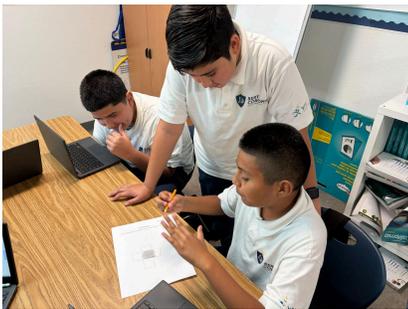




Collaboration on Comparative Analysis Essay (*Frankenstein* vs. *Paradise Lost*)

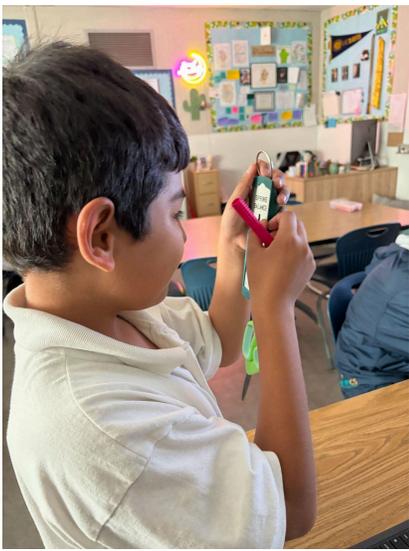


Engineering: Building Solar Ovens (to bake s'mores!)

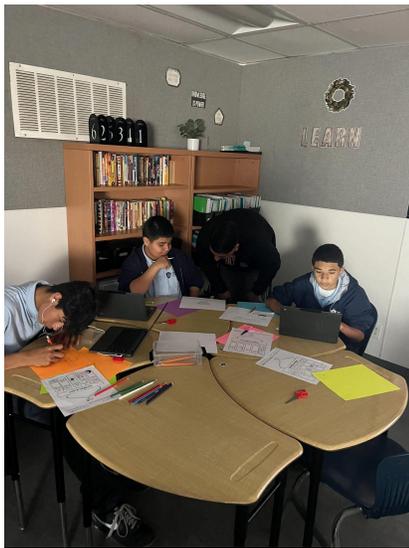
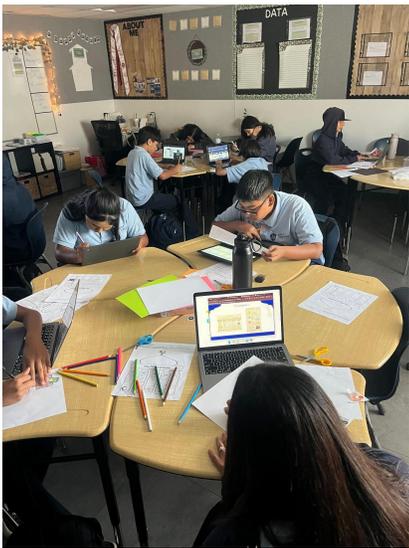




Spring Scales to Learn about Force

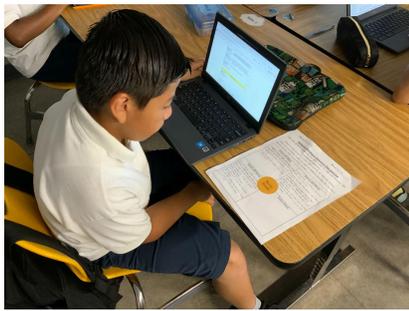
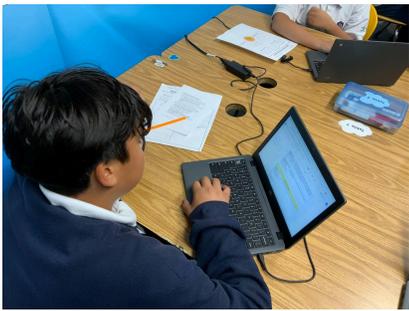
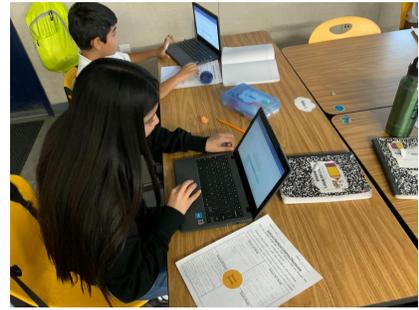
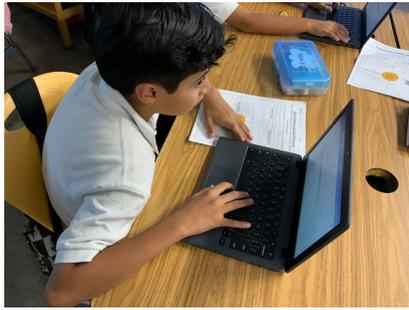


Pillars of Islam Research and Projects





Using Rubrics and Graphic Organizers to Write from a Prompt (Performance Task)





Culture & Climate

We have had some amazing events and celebrations in the month of March! We are proud of the school climate and culture we have built at BCCS and the ongoing work of our staff to maintain a positive experience for everyone who sets foot on our campus. This year, we have even pushed to extend our positive experience outside of our school and out into the community:

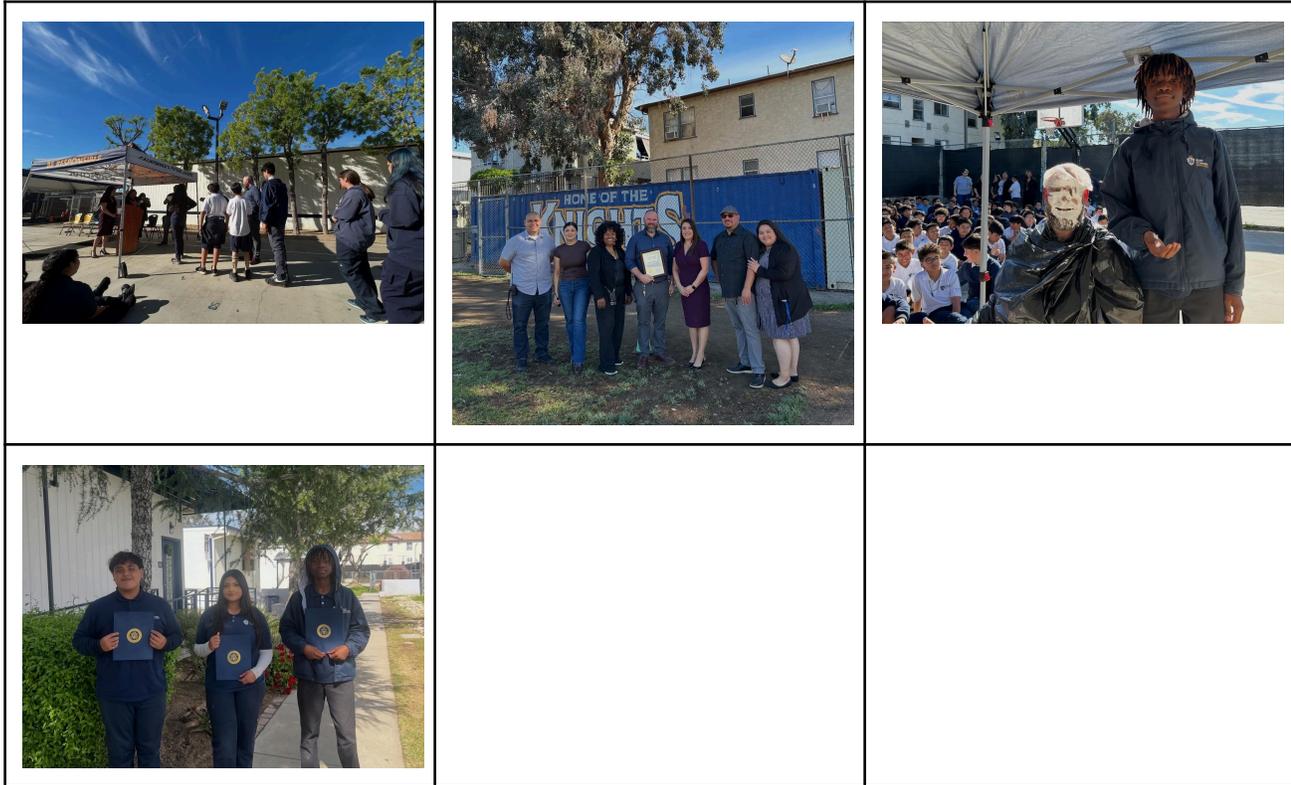
Pi Day:

Pi day at BCCS happened on 3/13 since the official day, March 14th, was a Saturday. But, we had fun celebrating nonetheless! Our day started with a visit from Congresswoman Luz Rivas. She was welcomed to the school by a group of our students who shared their projects and work with her, including some letters that our 8th graders had written about recent ICE activity in our neighborhood and the students opinions about action she could take based on our constitutional rights. It was great to hear the kids sharing their opinions with an elected official! Then, the Congresswoman walked through our classes and answered questions from some of our students. Her visit culminated with an assembly where she provided some words of wisdom and encouragement to all of our students, then 2 representatives from each advisory got to compete in her Pi Day Competition: the students all tried to recite as many numbers from Pi as possible. The top three students were able to recall over 40 digits! Aerimis, our top contender, had the privilege of smashing a pie in Dr. Myers' face. Photos below.





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Pi day continued during lunch where students were able to use their scholar dollars to pay to throw a pie at staff volunteers. Kids and staff alike were excited about the event; it was a great day of culture building on our campus!

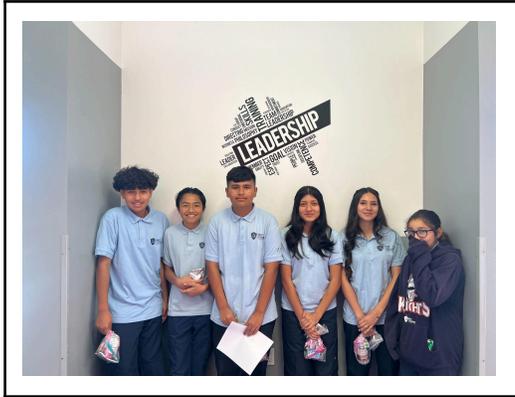
Assembly with Councilwoman

On Monday, March 16th, we had another special guest. Councilwoman Imelda Padilla joined us for an assembly and talked to the students about working towards their goals. Her motivational presentation was great for our students, then they learned how to make connections and build their networks through a collaborative activity.



Mentorship at Fenton

Each week, we are taking 5-8 students to Fenton schools to work with students, provide mentorship, and support teachers. Our goals are twofold: 1) provide service in our community through opportunities for our students to work with younger children, 2) build connections to potential feeder schools to boost enrollment. So far it has been great and the schools appreciate the partnership and support we are providing! Below is our group who went to support on March 18th:



EF Tours

Our students are gearing up for their trip to DC on over spring break! Two of our staff members, Brett Walter (8th grade English teacher) and Valinda Meneses (School Counselor) will be taking 8 students on a trip to experience our nation's capitol. During our visit from Congresswoman Cruz, we arranged for them to get a special tour at the Whitehouse and Capitol Hill! We are excited about this life changing trip for our students and look forward to future partnerships with EF Tours!

5th Grade Trip to the Broad

Our 5th graders recently took a trip downtown to the Broad Museum to learn more about the arts. They had a great time!

Building Relationships- soccer

At BCCS, we have an amazing staff that is always doing what they can to build relationships with our students. Below, you can see our new 8th grade teacher, Mr. Wyatt, playing soccer with students during his lunch break.

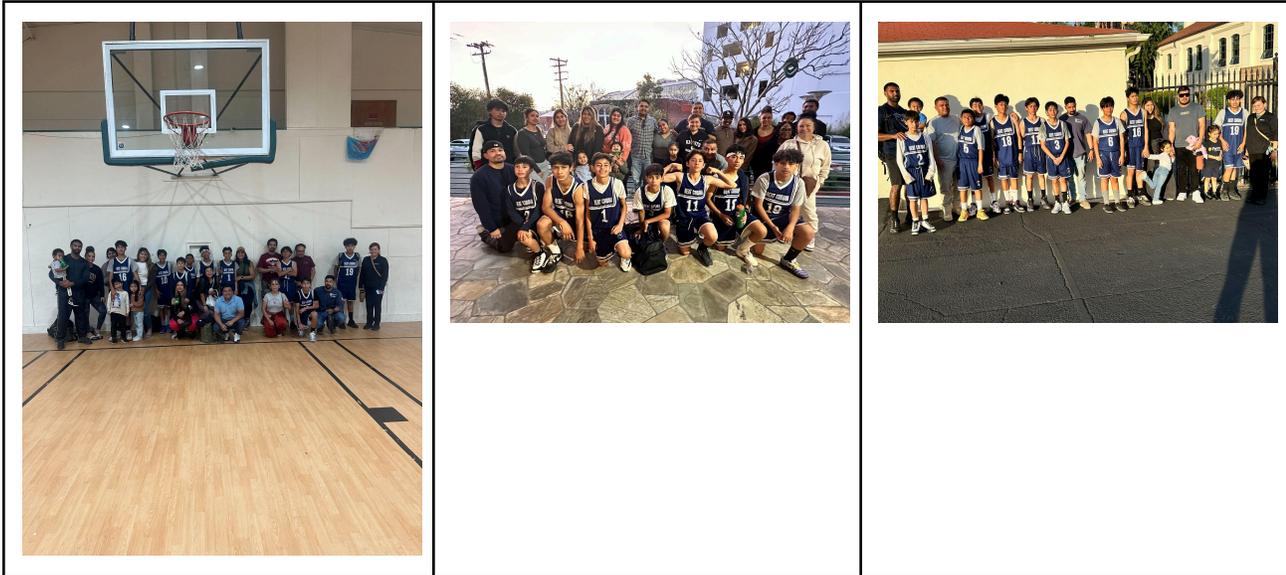




Community Schools

Boys Basketball

Our boys basketball team had a great season and ended up in 3rd place in their division. They made it to the semi-finals and lost in a nailbiter! Many of our staff and families came out to support our Knights this season. Congrats to Coach Hoosein and the boys for all of their effort and growth this year!





School Advocacy

With our upcoming renewal, we are taking advantage of all opportunities to speak to and connect with the board members. This gives us the opportunity to share the amazing stories and the ongoing impact we have on the community and the families that choose BCCS. Recently, two of our teachers, who were also students at BCCS years ago, attended an LAUSD board committee meeting and they shared the impact the school had on them as students and how we continue to serve the community today. We are proud of our teachers and grateful to our partners at CCSA for setting up this opportunity for us!





Operations

Recruitment for 26-27

As mentioned above, we are working with multiple different schools and organizations to recruit new students for the 26-27 school year. Recently, our team attended Literacy Night at Haddon to build relationships and share about our school to rising 5th graders.



Parent Conferences

We are currently in full swing with spring semester parent conferences. Although conferences are centered around providing time for parents to meet with our teachers, we also take advantage of having our parents on campus to do the following:

- Spring survey with YouthTruth
- Supporting families with OLR (enrollment for next school year)
- High school recruitment
- Scholastic Book Fair

As of the end of the day on 3/19, we were holding at just above 90% attendance for conferences this school year. We are grateful for this time and the partnership with our families!

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: C. Monseñor Oscar Romero Charter School Executive Administrator's
Report
Purpose: FYI
Submitted by:
Related Material: 25-26 MORCS EA BoD Report March 23, 2026.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

March 23, 2026

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

At Monseñor Oscar Romero Charter School, our work continues to be grounded in a deep commitment to student achievement, equity, and whole-child development. This report provides an overview of key updates across instruction, school culture, and student experiences, reflecting the collective efforts of our staff to ensure that all students are engaged, supported, and challenged.

Throughout this reporting period, we have prioritized strengthening instructional practices through targeted professional development, particularly in the area of technology integration, while continuing to build systems that support rigorous, standards-aligned teaching and learning. At the same time, we remain focused on fostering a positive and inclusive school culture that recognizes student growth, promotes engagement, and creates meaningful opportunities for students to connect their learning beyond the classroom.



Instruction

As part of our ongoing commitment to strengthening instructional practices, we identified Technology Integration as a key focus area for the spring semester based on feedback from our end-of-semester teacher professional development survey. In response, we have implemented a series of targeted professional learning opportunities designed to build teacher capacity and enhance student engagement through effective use of technology.

Mr. Bradford has played a critical role in leading this work by facilitating two professional development sessions over the past month. These sessions focused on leveraging Gemini within the Google ecosystem, including how to create and utilize “Gems” in Gemini and how to intentionally integrate Gemini with Google Classroom to support lesson planning, differentiation, and student feedback. Teachers explored practical applications such as generating instructional materials, supporting diverse learners, and streamlining workflow. A third session is scheduled in the coming weeks and will focus on enhancing unit design using Gemini, with an emphasis on aligning technology tools to rigorous, standards-based instruction.

In addition to Mr. Bradford’s sessions, our leadership team facilitated professional development focused on effective iPad integration in the classroom. These sessions were designed to help teachers maximize the instructional potential of devices already available to them. Teachers learned how to use iPads to showcase student work in real time, utilize them as document cameras, and model problem-solving processes dynamically during instruction. We also introduced the use of Notability as a tool for annotation, allowing teachers to provide immediate, visual feedback and create more interactive learning experiences.

Collectively, these efforts are aimed at moving beyond basic technology use toward more intentional, student-centered integration that enhances engagement, supports differentiation, and improves access to content for all learners.

Culture & Climate

Our PPR system continues to reinforce positive behavior, academic effort, and alignment to our school values.

Current PPR totals:



- 6th Grade: 195
- 7th Grade: 237
- 8th Grade: 192

These recognitions include positive phone calls home and acknowledgment of students demonstrating responsibility, leadership, and perseverance. The consistency of recognitions reflects staff commitment to celebrating what is going well and proactively shaping school culture.

Current ODR totals:

- 6th Grade: 50
- 7th Grade: 252
- 8th Grade: 285

While 6th grade referrals remain relatively low, 7th and 8th grade continue to require targeted behavioral supports. Our focus moving forward includes:

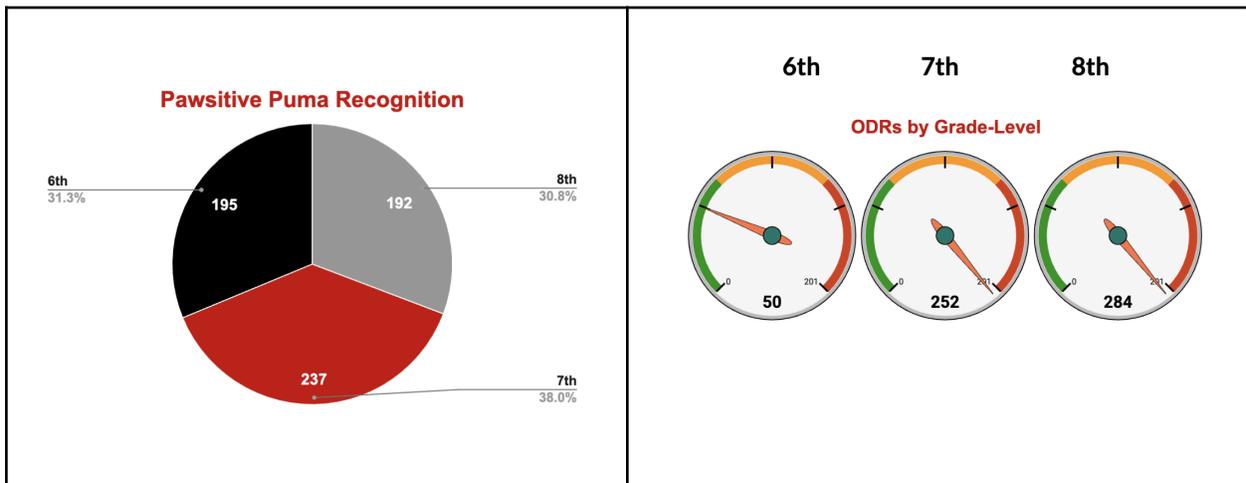
- Restorative conversations and reteaching expectations.
- Tiered behavioral interventions.
- Increased family communication.
- Alignment of classroom systems to reduce repeat referrals.

Monday Makeup Days serve as structured accountability for incomplete work and behavioral resets.

Current totals:

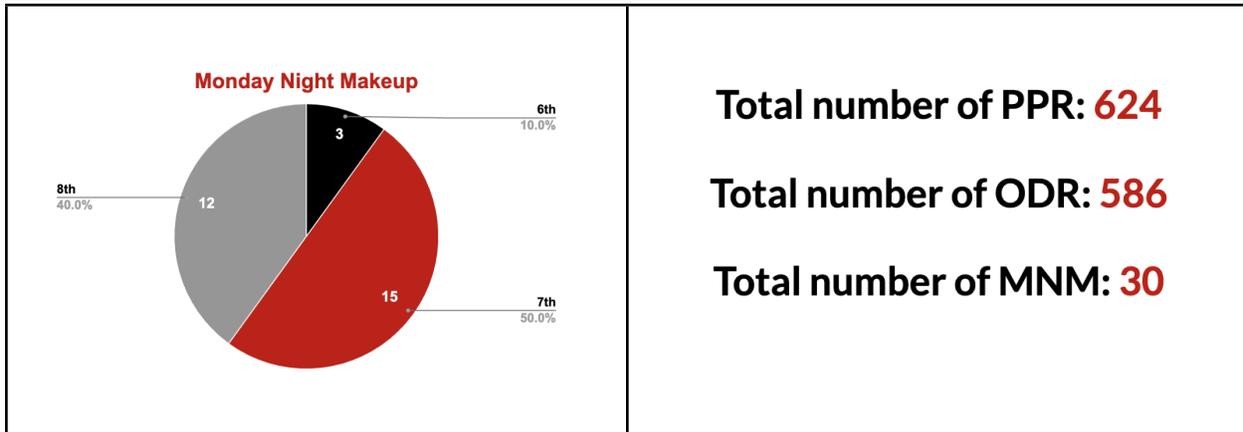
- 6th Grade: 3
- 7th Grade: 15
- 8th Grade: 12

The data reflects stronger work completion trends in 6th grade, while upper grades continue to build consistency around academic responsibility and follow-through.





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Total number of PPR: 624

Total number of ODR: 586

Total number of MNM: 30

Operations

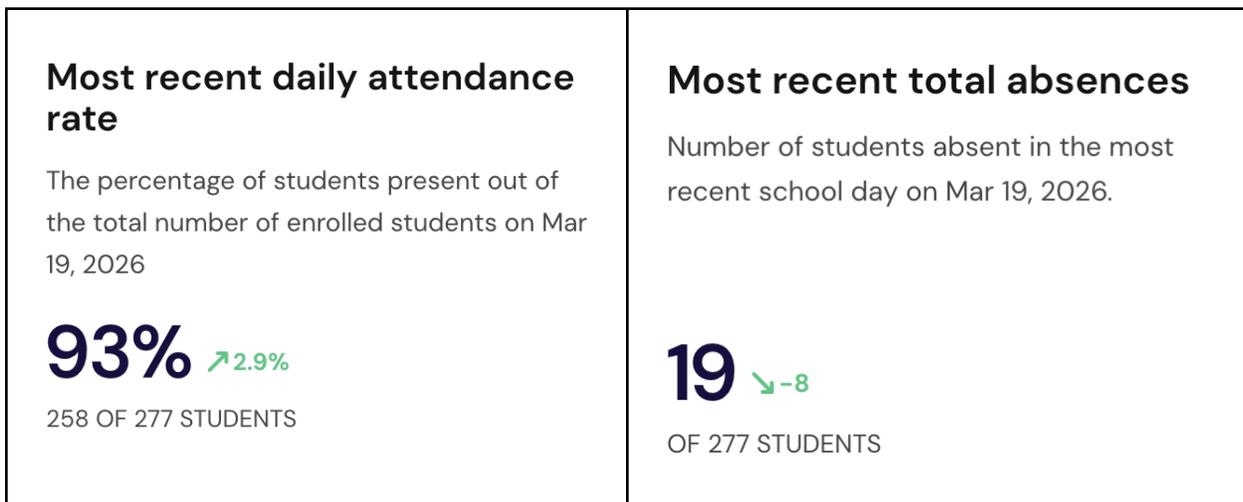
- Current ADA: 91%
- Goal ADA: 95%
- Most Recent Daily Attendance Rate: 93%

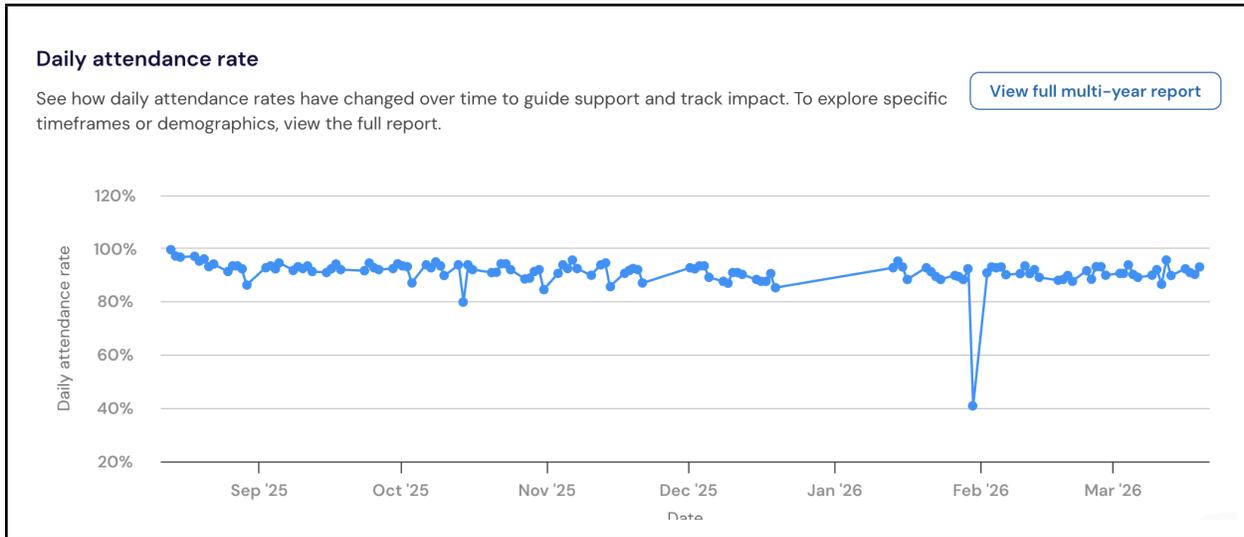
Although we have seen improvement in recent daily attendance, our year-to-date ADA remains below target. Chronic absenteeism continues to impact instructional time and academic progress.

Ongoing strategies include:

- Regular family meetings to reinforce the importance of daily attendance.
- Monthly incentives celebrating students with perfect attendance.
- Positive recognition for improved attendance trends.
- Monitoring of at-risk students through tiered intervention supports.

Improving ADA remains a top operational and academic priority.





Other Events

Our school community continues to provide students with meaningful learning experiences that extend beyond the classroom while also celebrating their growth and achievements.

Our 7th grade students recently participated in a field trip to the La Brea Tar Pits, where they had the opportunity to engage in hands-on learning connected to their science curriculum. During the visit, students explored real fossil excavation sites, learned about prehistoric ecosystems, and deepened their understanding of topics such as adaptation, extinction, and Earth’s history. Experiences like this help bring classroom content to life and foster curiosity and engagement in scientific inquiry.

In addition, our 6th grade team hosted an awards assembly to celebrate student accomplishments across academics, effort, and positive contributions to our school community. The event recognized students for their hard work, growth, and perseverance, reinforcing our commitment to building a culture that values both achievement and character. It was an uplifting moment for students and staff alike, as we continue to prioritize recognition as a key component of student motivation and school culture.

Our 7th grade students also participated in their annual Owl Pellet Dissection activity, a highly engaging, hands-on science experience that allows students to step into the role of scientists. Through this activity, students examined owl pellets to identify bones and reconstruct the diets of owls, applying concepts related to food webs, ecosystems, and predator-prey relationships. This tradition continues to be a highlight of the year, combining inquiry-based learning with excitement and discovery.

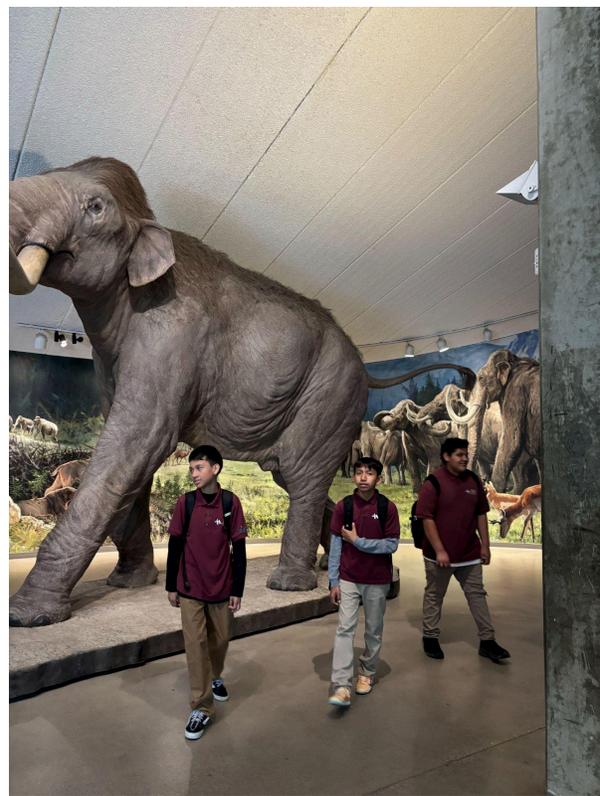
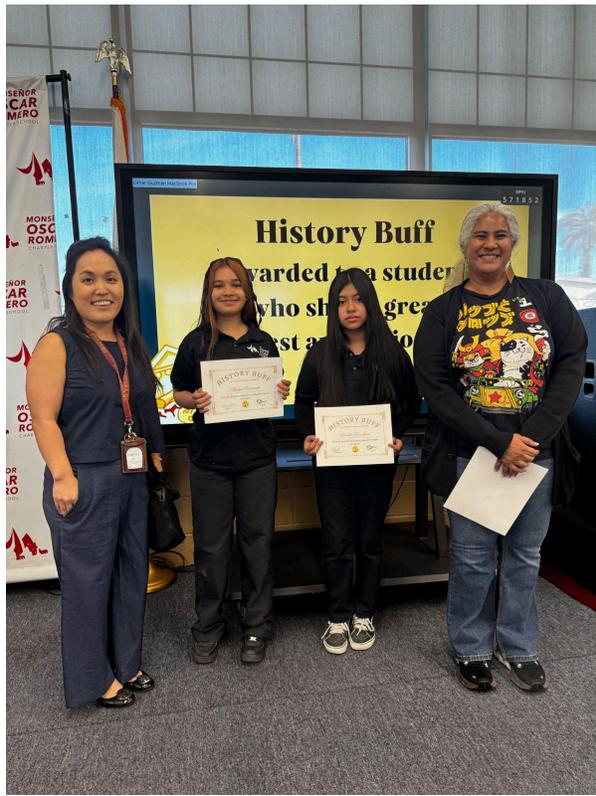


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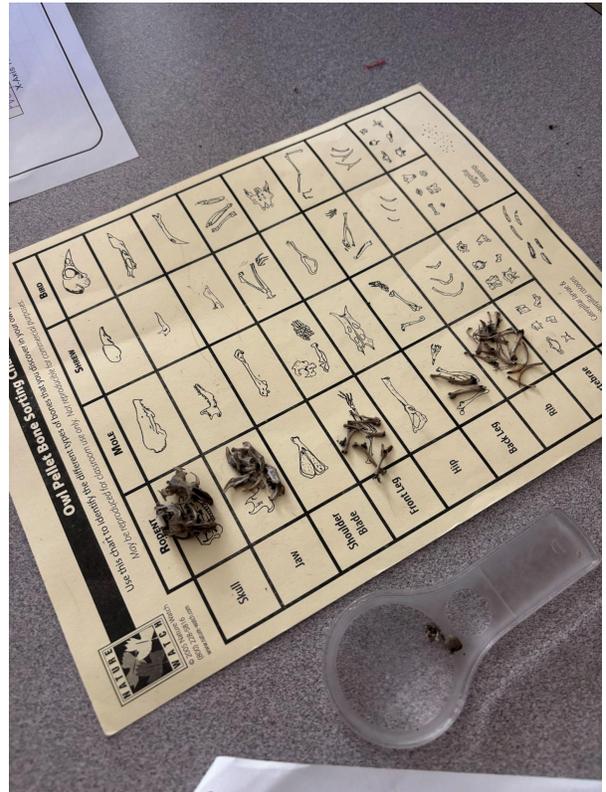


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Coversheet

Bert Corona Charter High School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: D. Bert Corona Charter High School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 2026_03_23_BoD Report_BCCHS_EA.pdf



Board Report

Max Garcia, Executive Administrator

March 23, 2026

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 embody 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

Professional Development:

Professional Development — Advancing Inclusive Practices

Our special education program continues to grow through intentional, targeted professional development. A multidisciplinary team recently completed a **two-day training at CHIME Charter School**, focused on a proven inclusive model framework. The team, comprised of **RSP teachers Aguilar and Matias, English teacher Edelhart**, and the **Coordinator of Instruction, N. Garcia**, gained hands-on, ready-to-implement strategies through live classroom observations and a collaborative co-planning demonstration.

Separately, **Behavior Interventionist Ebony and the Coordinator of Instruction** attended the **Paraprofessional Train-the-Trainer** Workshop, which provided a comprehensive long-term toolkit with Moodle-accessible resources and outlined two additional upcoming workshops to continue building capacity.

What's Next — Action Planning Phase

Both teams will now lead the next phase of action planning, focused on integrating school-wide, class-wide, and individualized inclusive practices across our instructional program. A **primary goal of this phase is to develop a robust co-planning framework to support consistent and effective co-teaching**, a key driver of student success in inclusive settings. This is an exciting step forward for our students, staff, and the overall strength of our special education program. We are proud of the dedication these team members bring to creating a more inclusive and supportive learning environment for all students.

College & Career

College Parent Workshop — CalKIDS Scholarship

On Tuesday, March 10th, we hosted a College Parent Workshop in partnership with MEND Poverty to help students and families verify eligibility and claim their CalKIDS scholarship, a state-funded savings account designed to help California students pay for college. Approximately 10 families from the 10th, 11th, and 12th grades attended and successfully claimed the scholarship on behalf of their students, taking a meaningful step toward securing their child's future.

College Acceptance Profile:

Acceptances — Class of 2026

🎓 Class of 2026 — College Acceptance Summary

Our 31 seniors have collectively earned **78 acceptances** across the UC and CSU systems — a tremendous achievement that reflects the hard work of our students and the dedication of our college counseling support.



UC System — 31 acceptances. Students earned acceptances across 6 UC campuses, with UC Riverside leading the way with 14 acceptances, followed by UC Merced (6), UC Davis (4), UC Irvine (3), UC Santa Cruz (3), and UC Santa Barbara (1). Decisions are still pending from UC Berkeley, UC San Diego, and UCLA.

CSU System — 47 acceptances. Our students dominated the CSU system, with CSUN leading at 15 acceptances, followed by CSUF (8), Cal Poly Pomona and CSULA (7 each), CSULB (6), Fresno State (4), SF State (3), and additional acceptances at CSUCI, CSUDH, CSU Chico, and CSU East Bay. The majority of students received multiple acceptances, giving them meaningful choices as they finalize their college decisions. We couldn't be prouder of this class. **Go, Knights!**

California Colleges Agreement:

We are working to establish a partnership with California Colleges, which will require signing a Memorandum of Understanding (MOU). This partnership is a critical component of our post-secondary planning program. California Colleges provides students with comprehensive tools for college and career exploration, including:

- Personalized college and career planning resources
- Scholarship search tools and financial aid guidance
- Direct application support for California community colleges and universities
- Portfolio building for tracking academic achievements and goals

Having this partnership in place ensures our students have structured, equitable access to post-secondary planning support, helping them make informed decisions about their futures during our Senior Seminar Classes.

Our Next Steps: To get started, specific team members (Max Garcia, EA; Ruben Duenas, COO; Ryan Bradford, Tech; and Christina Soria, Counselor) need to register and attend an informational session together. This process will take some time and will enhance our post-secondary programming.

School Culture and Climate

Children and Youth Behavioral Health Initiative:

The Children and Youth Behavioral Health Initiative (CYBHI) is a five-year initiative that supports kids, teens, and families across California. The goal is for young people to get the mental health and substance use support, whether that's at school or in their community.

We believe every young person deserves access to care, especially those who have historically had the hardest time getting it. We're excited to share that staff members from our Counseling and Climate and Culture Departments have already started training with the Learning and Support Staff (LCS), and more team members will be trained as the semester continues.

Operations

Enrollment Profile: As of March 17, 2026

Grade	Enrollment
9th	46
10th	57
11th	44
12th	51
Total	198



Outreach at Bert Corona Middle School:

Our team is actively attending BCCS parent conferences to engage with incoming 8th-grade families. During these visits, we are connecting with parents one-on-one and guiding them through the online registration process to support enrollment for the next school year.

Community Schools

Think Together:

BCCHS and Think Together, our Afterschool Program, took part in the annual March Madness event this past Saturday, March 14th, a fun, full-day celebration that brings together multiple high school programs for friendly competition and engagement. Students had the chance to represent our school in a variety of activities, including futsal, flag football, girls' volleyball, basketball, esports, and art and STEM competitions. The event also featured raffles and free meals for all participants. Our students showed up and showed out! They earned 1st, 2nd, and 3rd place in esports and 3rd place in the STEM challenge, a fantastic showing across the board.



CDE One-Time Funding Grant, Expanding Opportunities for Our Students:

We are thrilled to announce that our program has been awarded the full amount of CDE one-time funding (approx. \$127K), a competitive and significant achievement that reflects the strength, quality, and impact of our after-school program. This funding is part of California's broader investment in expanded learning opportunities, aimed at supporting academic recovery, student enrichment, and long-term success for high school students. These funds will be strategically invested across several high-impact initiatives:

Edgenuity: Year-Round & Summer Credit Recovery- we will implement Edgenuity, a research-based online learning platform, to provide students with flexible credit recovery options year-round and throughout the summer. This is especially meaningful for students in the Class of 2026 and beyond who need additional pathways to meet graduation requirements on time.

College Field Trips: Class of 2026 Seniors will have the opportunity to visit college campuses, gaining firsthand exposure to higher education environments, admissions processes, and campus life. These experiences are proven to increase college-going rates and help students envision themselves as future college students.

Summer Bootcamp & Transition Program: We will launch a dedicated summer bootcamp designed to support students as they transition into the next phase of their academic journey, whether that's preparing for their senior year or stepping into college and career pathways. This structured program will provide academic support, mentorship, and skill-building in a dynamic, engaging environment.



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Summer Program Staffing Funding: We will also support compensation for qualified/certificated staff to lead and support our summer programming, ensuring our students receive consistent, high-quality instruction and mentorship throughout the summer months. This award is a testament to the dedication of our staff, the commitment of our students, and the trust our community has placed in our program. We look forward to putting these resources to work and creating meaningful experiences that set our students up for success this summer and beyond.

Coversheet

YPICS Chief Operations Officer's Report

Section: III. Items Scheduled for Information
Item: E. YPICS Chief Operations Officer's Report
Purpose: FYI
Submitted by:
Related Material: 2026_03_23_BoD_Report_COO.pdf



Chief Operations Officer Report March 23, 2026

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

BCCHS added 2 new students and MORCS and BCCS had no change.

Grade Level	BC	OR	HS
5	6		
6	115	72	
7	115	111	
8	112	94	
9			46
10			57
11			44
12			51
Total	348	277	198
Enroll Goal	358	306	237
(+/-)	-10	-29	-39

27-28 Calendar Draft

Chronic absenteeism has a negative impact on academic achievement. Chronic absenteeism and declining enrollment is negatively impacting school budgets and limiting the resources necessary to support students. The first draft of the 27-28 student calendar includes 4 non-instructional days listed as AR in green. Staff is exploring including these (AR) Attendance Recovery days as part of the school calendar to increase student support and increase revenue. The student calendar would include 180 regular school days and 4 attendance recovery days. The 27-28 draft student calendar reinstates the Easter observance holiday (Monday after Easter) and the Cesar Chavez Holiday assuming no State action. The Cesar Chavez holiday can also be changed to make a 5th AR day.

2027-28 YPICS HS School Year Calendar																																
Student Calendar																																
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	Days
July	v	h			h	sd	sd	sd	sd			v	v	v	v	v			v	v	v	v	v			v	nt	nt	nt	nt		0
August		t	t	t	t	t			t	1	1	1	1		1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	16
September	1	1	t			h	1	1	1	1		AR	1	1	1	1			1	t	1	1	1			1	1	1	1	1	18	
October	1			1	1	1	1	1			1	1	1	1	1		1	1	1	1	1	1			1	1	1	1	1	1	21	
November	1	1	1	1	1			1	1	1	h	1		1	1	1	1	1			v	v	v	h	v			1	1	16		
December	1	1	1			1	1	1	1	1		AR	1	1	1	1			v	v	v	v	h			v	v	v	v	h	12	
January			v	v	v	v	v			t	1	1	1	1		h	1	1	1	1			1	1	1	1	1	1	1	1	14	
February	1	1	1	1			1	1	1	1	1			1	1	1	1	1			h	1	1	1	1			1	1	20		
March	1	1	1			1	1	1	1	1		AR	1	1	1	1			1	1	1	1	1				t	1	1	1	h	20
April			1	1	1	1	1			v	v	v	v	v		1	1	1	1	1			1	1	1	1	1	1	1	1	15	
May	1	1	1	1	1			AR	1	1	1	1		1	1	1	1	1			1	1	1	1	1	1			h	1	1	21
June	1	1			1	1	1	1	1			v	v	v	v	h			v	v	v	v	v			v	v	v	v	v	7	
																															180	

Community Schools

As a result of the shocking information about Cesar Chavez, the 33rd Annual Cesar Chavez March for Justice was appropriately canceled. For the past 20 years, YPICS students, parents and staff have participated in this annual event. Over the past several years, BCCHS staff and students have helped to organize the march. On Wednesday, March 18th, YPICS staff voted with the organizing committee to cancel the march. Staff will continue to participate with the planning committee as they reorganize their focus and purpose.

Coversheet

YPICS Executive Director Report

Section: III. Items Scheduled for Information
Item: F. YPICS Executive Director Report
Purpose: FYI
Submitted by:
Related Material:
Solidarity with Survivors and Our Commitment to Workplace Safety 03192026.pdf
25-26 Executive Director's Report 03192026.pdf



MEMORANDUM

TO: All Staff

FROM: Yvette King-Berg & Executive Leadership Team

DATE: March 19, 2026

SUBJECT: Solidarity with Survivors and Our Commitment to Workplace Safety

Dear YPICS,

We are writing to address the deeply troubling investigative report published by *The New York Times* yesterday, March 18, 2026. The report details extensive allegations of sexual abuse, grooming, and misconduct perpetrated by César Chávez during his leadership of the farmworker movement.

These revelations include the courageous testimony of **Dolores Huerta**, co-founder of the United Farm Workers (UFW), who has broken a 60-year silence to disclose that she was a survivor of sexual assault and rape by Chávez. Her account is joined by those of **Ana Murguía** and **Debra Rojas**, who described a pattern of grooming and abuse that began when they were children as young as 12 and 13.

Our Stance and Solidarity

The pursuit of labor rights and social justice is rooted in the fundamental dignity of every human being. These values are entirely incompatible with the exploitation and victimization of women and girls. The women of the movement stood **shoulder to shoulder** with their fellow farmworkers as equals, and should have been supported and kept safe. Instead, many were forced to navigate a culture of silence while enduring profound personal harm. We stand firmly and unequivocally with the survivors, and in solidarity with them, YPI Charter Schools **will not participate in any upcoming César Chávez activities**. We believe this is a necessary step to acknowledge the harm caused and to prioritize the voices of those who have suffered.

Our Internal Standards and Expectations

This moment serves as a vital reminder of our own mission. As an organization, **we uphold safe spaces for all women and girls to work, grow, and learn**. We are committed to an environment where **every individual is valued and protected**.

We want to reiterate our unwavering expectations for all members of this team:

- **Integrity and Respect:** It is our absolute expectation that you will treat all women and girls—both within our organization and in the communities we serve—with the **highest levels of integrity and respect**.
- **Civility and Boundaries:** We remind all staff to strictly adhere to our **policies on Civility and Boundaries**. These policies are not just guidelines; they are the framework that ensures our workplace remains professional, safe, and equitable for everyone.
- **Zero Tolerance:** There is no place for harassment or the abuse of power in our organization.

Support for Staff

We recognize that this news may be distressing. If you find yourself in need of support or wish to discuss how this impacts our work, please reach out to:

- **Your direct supervisor**
- **The Executive Administrator**
- **Human Resources (HR)**
- **The National Sexual Assault Hotline: 1-800-656-HOPE**

The labor movement was built by the sacrifice of thousands of workers and is far greater than any one individual. As we continue our work, we remain dedicated to ensuring our foundation and schools are built on safety, accountability, and justice for all.

In solidarity,

Yvette King-Berg
Executive Director

YPICS Executive Leadership Team



EXECUTIVE DIRECTOR'S REPORT

March 23, 2026

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school and postsecondary education; to prepare students to be responsible and active participants in their community; and to 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.

State: California Secondary School Legislative Updates

2026–27 TK-12 Omnibus Trailer Bill

February 2026 was a significant month for California's secondary charter schools, primarily due to the release of the **2026–27 TK-12 Omnibus Trailer Bill** and the **February 20 bill-introduction deadline**. These updates signal a shift toward tighter oversight, specifically targeting "flex-based" (non-classroom-based) models and secondary school assessment practices.

Key Update: The "Grade 11 Mandate."

In a move specifically targeting secondary education, the **2026–27 Omnibus Trailer Bill** (released Feb 2, 2026) introduced a provision requiring all Local Educational Agencies (LEAs), including charter schools, that offer grades 10 and 12 to **also offer grade 11**.

- **The Intent:** This is designed to stop the practice of some schools "skipping" grade 11 enrollment to avoid state-mandated assessments and the accountability data they generate.
- **Impact:** Secondary charters that previously utilized a split-site or specific "gap-year" model for testing purposes will be forced to restructure their grade offerings.

Charter Renewal & Performance Standards

AB 1493 (amended Feb 20, 2026) addresses the high-stakes renewal process for secondary charter schools.

- **Renewal Tiers:** For schools in the two lower-performing tiers, the bill requires chartering authorities to prioritize **student-level growth models** and **postsecondary outcomes** (such as college enrollment and persistence rates) until state growth models for English



and math are fully implemented.

- **Data Usage:** It extends the use of "verified data" for renewals through 2027, providing a temporary reprieve for schools that rely on internal data to prove growth.

Enhanced Oversight & Accountability

Several measures introduced or updated this month focus on the administrative and financial transparency of secondary charters:

- **Flex-Based (Non-Classroom-Based) Charters: SB 414** officially renames "non-classroom-based" instruction to "**flex-based instruction.**" It extends the moratorium on new flex-based charter schools through **June 30, 2026**, and requires stricter vetting of third-party "educational enrichment" vendors.
- **Contractual Transparency:** New rules in the Omnibus bill require charter school governing boards to personally approve any contract exceeding **\$100,000** in an open public meeting.
- **Teacher Misassignment:** Charter schools are now explicitly subject to the same teacher misassignment laws as traditional districts, meaning secondary charters must ensure teachers are fully credentialed in the specific high school subjects they teach.

Funding & Special Education

- **AB 2526 (Special Education Grant):** Introduced on Feb 20, this bill proposes an add-on to the **Local Control Funding Formula (LCFF)** specifically for special education. This would provide secondary charters with more predictable funding for students with exceptional needs, rather than relying solely on the current SELPA-based distribution.
- **Audit Compliance:** By **January 31, 2026**, charter boards were required to have reviewed their prior year's annual audit in a public meeting. Failure to address audit exceptions could now trigger a "Notice of Violation" under the new 2026 oversight guidelines.

Health and Safety

SB 334 was advanced this month, mandating that all public schools (including charters) designate "**Sexual Harassment Safety Weeks**" in April and September. For secondary schools, this includes mandatory annual training for high school pupils regarding sexual harassment prevention and cyberbullying.

Local: LAUSD Updates

As of late March 2026, the Los Angeles Unified School District (LAUSD) is facing a significant labor crisis. Following a massive "Fight for LA Rally" on March 18, the United Teachers Los Angeles (UTLA) has officially set a strike date for **April 14, 2026**, if a contract agreement is not reached.



The "Red Line" Strike Date

- **Deadline:** April 14, 2026.
- **United Front:** UTLA is not acting alone; they are joined by **SEIU Local 99** (representing support staff like bus drivers and cafeteria workers) and the **Associated Administrators of Los Angeles** (AALA, representing principals).
- **Status:** After a year of negotiations and a recent failed "fact-finding" mediation, the unions are preparing for an open-ended walkout that could shutter schools for roughly 400,000 students.

Key Points of Contention

The dispute centers on a fundamental disagreement over the district’s financial health versus the needs of its staff.

Feature	Union Demands (UTLA/SEIU/AALA)	LAUSD Current Offer
Salary	~ 17% increase over two years to keep up with LA's cost of living.	8% increase plus a one-time 3% bonus over two years.
Staffing	More nurses, librarians, and mental health counselors.	Proposed reductions in counseling ratios, but limited new hires.
Job Security	No layoffs. Protection against subcontracting and AI replacement.	Issued preliminary layoff notices to over 3,000 employees in March.
Reserves	Claims the district has \$5 billion in "hidden" reserves.	Claims fiscal instability due to declining enrollment and the end of federal aid.



Recent Developments

1. **Layoff Notices:** On March 15, 2026, the LAUSD Board voted 4-3 to issue preliminary layoff notices to thousands of staff members, citing a \$1.4 billion budget shortfall. This move significantly escalated tensions just before the March 18 rally.
2. **Fact-Finding Report:** A neutral third-party "Fact-Finder" report is expected by **March 30, 2026**. Both sides are hoping this report provides a framework for a last-minute deal.
3. **Acting Leadership:** The negotiations are being overseen by Acting Superintendent **Andrés Chait**, who has stated the district is making "every effort to avoid a strike" while balancing "long-term fiscal stability."

What to Watch For Next

The next two weeks are critical. If the Fact-Finder's recommendations (expected March 30) do not lead to a breakthrough, the district will likely begin finalizing strike contingency plans, such as arranging third-party childcare and food distribution for students.

Home: YPICS Updates

IReady Math Learning Walks:

This year YPICS Instructional Leadership Team had an opportunity to participate in 4 Math Learning Walks with IReady Consultant Christian Butcher to further support greater feedback and learning for teachers and leaders. Below is a snapshot of our bright spots and growth opportunities:



November 18, 2025: BCCS

Observation Prep

Purpose	Looking for baseline data to see how teachers are utilizing the curriculum in order to support future actions to improve quality of implementation and student learning.
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Observation Summary and Debrief

Bright Spots	<p>Observed good student engagement in several classrooms.</p> <p>Grade 8 are using digital comprehension checks to assess student learning.</p> <p>Grade 7 teachers were utilizing strategic groupings and student led discourse to support learning.</p>
Opportunities for Growth	<p>Consistent use of Classroom Mathematics resources to differentiate instruction, especially during refine days.</p> <p>Consistent use of teacher talk moves to support student discourse, such as turn and talks.</p> <p>Ensure that teachers are maintaining pace in order to cover the entire curriculum.</p>
Priority Growth Opportunity	Supporting student discourse

Goal/Action Plan	<ul style="list-style-type: none"> ○ Teachers will review Discourse Cards with grade-level team and select at least 2 cards to integrate daily to support mathematical discourse. ○ Teachers will use the Instructional Day Tracker to review pacing and make adjustments as needed, such as reducing time for end of unit, in order to create a plan to complete all lessons by state testing. 	<ul style="list-style-type: none"> ▪ Links to Instructional day trackers: <ul style="list-style-type: none"> • Grade 6 • Grade 7 • Grade 8 • Algebra 1
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December 18, 2025: MORCS

Observation Prep

Purpose	Baseline observations of mathematics classrooms, with a focus on looking at how teachers might be adjusting rigor levels too low or not full implementing Classroom Mathematics materials.
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Observation Summary and Debrief

Bright Spots	<ul style="list-style-type: none"> ○ Teachers brought good energy and quality learning environments to the classroom ○ All teachers projected slides or worktext to guide lesson
Opportunities for Growth	<ul style="list-style-type: none"> ○ Plan to use intervention/support classes to better address prerequisite skills so that class-time can focus on grade-level instruction. ○ Find opportunities to engage families more in student learning ○ Review and update procedures for proctoring iR diagnostic to improve validity of results
Priority Growth Opportunity	<ul style="list-style-type: none"> ○ Incorporate teacher talk moves into instruction to improve student engagement. ○ Address pacing to ensure students receive adequate grade-level instruction over the course of the school year.



February 10, 2026: BCCHS

Observation Prep

Purpose	Baseline observations with a focus on evidence that the teacher is able to pace sessions in order to complete in expected amount of time.
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Observation Summary and Debrief

Bright Spots	<ul style="list-style-type: none"> ○ Teacher was circulating the room to check for understanding ○ Teacher facilitated discussions by using questioning with individual think time, group discussion, and opening for students to be experts and defend answers ○ Students were making connections to prior lessons and learning ○ Teacher is using slides and student worktexts to support instruction.
Opportunities for Growth	<ul style="list-style-type: none"> ○ Teacher can use structures and strategies to structure class discussions to include more voices, and open up discussion for students to ask questions about problems, including using strategies like notice/wonder, in order to engage more ○ Teacher can more precisely monitor and track student understanding, and use this information to drive differentiated instruction. ○ Teacher can work on pacing by keeping a peppy pace through class discussions and saving deep, direct instruction for small groups. ○ Teacher can support students in adopting and practicing specific strategies as called out in the teacher's edition that build student conceptual understanding and proficiency of problem solving strategies.



March 10, 2026: BCCS

Observation Debrief

Purpose	Follow up observation to identify progress on site goals, and to set future goal to guide continued growth.
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Observation Summary

Bright Spots	<ul style="list-style-type: none"> ○ All teachers used slides to support instruction ○ Students on task, attentive, and generally engaged ○ Consistent use of academic language during discussion ○ Pacing aligned across grade-levels ○ Teachers generally monitoring student understanding and responding to support learning ○ Consistent use of timer and flexible, responsive timing of activities to give students an opportunity to complete tasks ○ 7th grade team using flexible, strategic groupings to support collaborative learning
Opportunities for Growth	<ul style="list-style-type: none"> ○ Shift the cognitive load onto students via: reduce teacher modeling and structuring partner discussions, including turn & talks, use of the 4-R strategies, and more consistent use of discourse cards ○ Teachers better determine when to whole class, small group, or individual intervention is needed to address misconceptions or learning gaps ○ Teachers recognize the purpose of understand lessons, and adjust instruction accordingly ○ Teachers will have manipulatives available, and model how to use them with students, in order to support more rich conceptual understanding and scaffold struggling students from concrete to abstract strategies.

March 11, 2026

YPICS COIs and Executive Administrators Partner with UCLA to Refine Mathematics Learning Walk Tool

2/15/26

Dear Ms. King-Berg,

We are reaching out to invite YPICS to partner with the California Mathematics Project, in collaboration with Student Achievement Partners, on an exciting learning-focused initiative this spring.



We are refining a Mathematics Learning Walk tool designed for administrators, aligned with the 2023 California Mathematics Framework, and we are eager to learn alongside district leaders and educators as part of this process. The goal is to ensure the tool is useful for instructional leadership in secondary mathematics classrooms.

As part of this partnership, we hope to visit middle and/or high schools for a half- or full-day learning walk on March 11. These visits are collaborative and non-evaluative, focused on shared learning and reflection. There is no cost for districts to participate in this pilot, and no payment or financial commitment is involved. While this work is not compensated, our hope is that districts find meaningful value in the process, build shared understanding of the California Mathematics Framework, and leave with a practical learning walk tool that can be used and adapted in the future to support ongoing instructional leadership.

THANK YOU so much for your willingness to partner in this work! I will be in touch soon and look forward to sharing possible next steps.



Expatriate's Special Education Review (Audit)

In an effort to further improve the YPICS SPED Program and in response to the BCCHS Notice to Cure, we have decided to engage in an internal Special Education review and audit. The experienced team members, such as the former CDE Special Education Director, along with other talented leaders who have served in a myriad of Special Education leadership positions, including the former LACOE SPED Director.

The Purpose:

The primary goal of this review is to move a district from a **reactive** state (fixing problems after a lawsuit or a state audit) to a **proactive** state (identifying risks before they become legal or fiscal liabilities).



- **Compliance & Risk Mitigation:** Identifying gaps in IEP (Individualized Education Program) implementation and procedural safeguards to prevent litigation.
- **Fiscal Optimization:** Ensuring the district maximizes its reimbursements (e.g., LEA BOP and CYBHI) without falling into "audit traps."
- **Closing the Achievement Gap:** Using data to figure out why students with disabilities (SWDs) aren't meeting academic benchmarks and creating a roadmap to fix it.
- **Systemic Efficiency:** Streamlining how therapists, teachers, and administrators communicate so that the "left hand knows what the right hand is doing."

Core Deliverables: What You Actually Get

Expatriate's deliverables are heavily centered on its proprietary tech stack, specifically its iTAAP® (Improving Academic Achievement Through Predictive Analytics) platform.

1. The iTAAP® Predictive Dashboard

Instead of waiting for the annual California Dashboard (which is often "stale data"), you receive a real-time analytics suite.

- **Disproportionality Alerts:** Warnings if certain student groups are being over-identified for SPED (a major legal red flag).
- **LRE Tracking:** Data on Least Restrictive Environment (LRE) to ensure students are being educated alongside their non-disabled peers as much as possible.
- **Compliance "Heat Maps":** Visualizations showing which schools or grade levels are lagging on IEP timelines.

2. Comprehensive Program Audit & Action Plan

The Audit provides a detailed report (often quarterly) that breaks down:

- **Staffing Analysis:** Evaluations of therapy caseloads (SLP, OT, etc.) and recommendations for more efficient staffing models.
- **Instructional Reviews:** Feedback on how specialized instruction is actually being delivered in the classroom.
- **Professional Development Menu:** A tailored schedule of workshops and coaching sessions designed to address the specific "weak spots" identified in the audit.

3. "Audit-Ready" Financial Reporting

Because they offer billing services, a major deliverable is the **Certified Reimbursement Report**.

- **Claims Management:** Documentation for federal and state reimbursements that is "100% audit-ready."
- **Fiscal Forecasts:** Projections of future funding based on current student counts and



service levels.

Quick Tip: The real value here is the **automated reporting**. It saves your team from the "spreadsheet death" usually required to prepare for CDE (California Department of Education) submissions.

Next Steps: Audit Dates

- MORCS: Monday, March 23, 2026
- BCCS: Tuesday, March 24, 2026
- BCCHS: Wednesday, March 25, 2026

LAUSD Oversight Visits:

- **MORCS:** Thursday, April 16, 2026
- **BCCHS:** Monday, April 20, 2026
- **BCCS:** Thursday, April 23, 2026

Coversheet

BCCHS Prop 39 Alternative Agreement

Section: III. Items Scheduled for Information
Item: H. BCCHS Prop 39 Alternative Agreement
Purpose: FYI
Submitted by:
Related Material: Bert Corona Alternative Agreement at Maclay signed 03192026.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Data, Strategy, and Innovation

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ANDRÉS E. CHAIT
Acting Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

March 18, 2026

Yvette King-Berg
Executive Director
Bert Corona Charter High School
12513 Gain Street
Pacoima, CA 91331

VIA E-MAIL
ykingberg@ypics.org

RE: PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

Dear Charter School Operator,

The Los Angeles Unified School District (“District”) has agreed to enter into this alternative agreement, pursuant to California Code of Regulations, title 5, section 11969.1, subdivision (b), with YPI Charter Schools, Inc (“YPI”), operating that charter school known as Bert Corona Charter High (“Charter School”), in connection with Charter School’s October 28, 2024 facilities request for the 2025-26 school year and Charter School’s October 28, 2025 facilities request for the 2026-27 school year.

1. Allocation of Space for the 2025-26 School Year

In connection with Charter School’s October 28, 2024 facilities request, YPI (on behalf of Charter School) has agreed to accept the District’s offer of the following space at the Charles Maclay Middle School campus (“Maclay”) for the 2025-26 school year:

- Charter School’s exclusive use of:
 - Ten (10) teaching stations (rooms 39, 44, 45, 46, 47, CS9, CS10, CS11, CS12, and CS13),
 - Three (3) special education spaces (rooms 37A, 38A and 38B), and
 - One (1) administrative office (room CS14/CS14A/CS14B/CS14C/CS14D);
- Charter School has shared use of the student restrooms located in the gymnasium building (space IDs 25545 and 27756) next to classroom 37 (space IDs 29043 and 29041), all allocated at Charter School’s maximum shared use space percentage. Charter School also has shared use of the bungalow student restrooms located next to room CS13 (space IDs 227268 and 227267) and staff restrooms located in Charter School’s administrative space, all allocated at 100% to Charter School. Charter School was offered shared use access to all student and staff restrooms at Maclay but opted to have shared use of the aforementioned restrooms only. Except as specified herein, Charter School does not have shared use of any other restrooms at Maclay;

PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

YPI Charter Schools / Bert Corona Charter High School

March 18, 2026

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- Charter School waives access to all non-teaching station spaces at Maclay, with exception to the assembly (MPR), gymnasium, quad, soccer field, and aforementioned restrooms, as identified in and pursuant to the Shared Use Agreement attached hereto as Exhibit A, which will be incorporated into the Single-Year Co-Location Charter School Facilities Use Agreement for the 2025-26 school year that YPI (on behalf of Charter School) and the District fully executed on or about July 3, 2025 (“2025-26 Use Agreement”). Charter School waives access to the use of any space at Maclay not specifically identified herein or in Exhibit A.

The District will provide Charter School an amendment to the 2025-26 Use Agreement (“Amendment to 2025-26 Use Agreement”) shortly, reflecting the revisions to Charter School’s shared use spaces set forth above and its Pro Rata Share Charge. YPI (on behalf of Charter School) will execute and return the Amendment to 2025-26 Use Agreement within seven (7) calendar days of receiving it from the District and will comply with all of its terms, including, but not limited to, the terms regarding payment of the Pro Rata Share Charge.

2. Allocation of Space for the 2026-27 School Year

In connection with Charter School’s October 28, 2025 facilities request, YPI (on behalf of Charter School) has agreed to accept the District’s offer of the following space at Maclay for the 2026-27 school year:

- Charter School’s exclusive use of:
 - Nine (9) teaching stations (rooms 39, 44, 45, 46, 47, CS10, CS11, CS12, and CS13),
 - Three (3) special education spaces (rooms 37A, 38A and 38B), and
 - One (1) administrative office (room CS14/CS14A/CS14B/CS14C/CS14D);
- Charter School will have shared use of the following space, with 100% allocation to Charter School: room CS9. No additional facilities modifications will be made to this space (e.g. intrusion alarm, data/internet connectivity, PA/bells, etc.) and it will be furnished and equipped by Charter School at Charter School’s sole cost; and
- Charter School will have shared use of the student restrooms located in the gymnasium building (space IDs 25545 and 27756) next to classroom 37 (space IDs 29043 and 29041), all allocated at Charter School’s maximum shared use space percentage. Charter School will also have shared use of the bungalow student restrooms located next to room CS13 (space IDs 227268 and 227267) and staff restrooms located in Charter School’s administrative space, all allocated at 100% to Charter School. Charter School was offered shared use access to all student and staff restrooms at Maclay but opted to have shared use of the aforementioned restrooms only. Except as specified herein, Charter School will not have shared use of any other restrooms at Maclay;
- Charter School waives access to all non-teaching station spaces at Maclay, with exception to the assembly (MPR), gymnasium, quad, soccer field, and aforementioned restrooms, pursuant to the terms and requirements outlined in the District’s standard Single-Year Co-Location Charter School Facilities Use Agreement for the 2026-27

PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

YPI Charter Schools / Bert Corona Charter High School

March 18, 2026

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school year (“2026-27 Use Agreement”) that the District will provide shortly. The terms of this alternative agreement fully set forth all of Charter School’s exclusive use and shared use spaces at Maclay for the 2026-27 school year, and Charter School will not occupy any other spaces.

YPI (on behalf of Charter School) will execute and return 2026-27 Use Agreement within seven (7) calendar days of receiving it from the District and will comply with all of its terms, including, but not limited to, the terms regarding payment of the Pro Rata Share Charge.

3. Preparing Space for Occupancy

Although the District will proceed in good faith to complete all associated work (e.g., separation of the intrusion alarm/PA system for exclusive use spaces, re-keying, etc.), if any, at Maclay as soon as reasonably possible, YPI (on behalf of Charter School) agrees to waive all legal claims against the District based on any potential failure to timely complete the work at least ten (10) working days before Charter School’s first day of instruction for the applicable school years. The District will make every reasonable attempt to work with Charter School so as not to interrupt Charter School’s operations. YPI (on behalf of Charter School) acknowledges, however, that executing all work necessary for Charter School may cause some disruptions and will work with the District to minimize such impacts.

4. Payment Obligations

This alternative agreement does not release, waive, or otherwise impact in any manner YPI’s existing obligations (on behalf of Charter School) to pay the District any and all outstanding amounts due and owing or will become due and owing, for past, present, or future school years, for (a) the Pro Rata Share Charge, (b) Charter School’s “after hours” use of District facilities, (c) Charter School’s summer occupancy at District facilities (if any), (d) reimbursement obligations for over-allocated space (if any), and/or (e) any other payment obligations Charter School may incur (or have already incurred). Nothing in this alternative agreement shall diminish or otherwise alter any of the District’s existing legal rights to all outstanding amounts due and owing by YPI (on behalf of Charter School), including reimbursement obligations for over-allocated space for any past, present, or future school years.

5. Collaboration with the District

As a material term of this alternative agreement, Charter School agrees to collaborate in good faith with the District, including, but not limited to, Charter Schools Division, Community Relations, Region North, the Board office, and Maclay administrators, regarding community engagement/outreach (such as attending and participating in community meetings) to address questions, concerns and other issues related to the co-location throughout the term of Charter School’s occupancy of the facilities at Maclay. In addition, Charter School’s principal and/or designated representative agree to meet with Maclay’s principal and/or designated representative at least once per quarter, as facilitated by Region North, to mutually address issues related to the ongoing co-location and shared use of the Maclay facilities.

PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

YPI Charter Schools / Bert Corona Charter High School

March 18, 2026

Page 4 of 6

6. Reporting ADA

As an additional material term of this alternative agreement, YPI (on behalf of Charter School) agrees to comply with all applicable laws and regulations relating to Charter School’s reporting of ADA data to the District for the applicable school years. Charter School agrees to record and track student attendance, including Charter School’s in-district and total ADA and in-district and total classroom ADA by school site (i.e., at Maclay and any other location(s) at which Charter School will operate), and to maintain records documenting such data. Charter School agrees that, upon the District’s request, it will report such data and provide supporting records to the District.

7. Reimbursement Obligations for Over-Allocated Space

Charter School remains subject to potential reimbursement obligations for over-allocated space for the applicable school years pursuant to California Code of Regulations, title 5, section 11969.8. For purposes of determining whether space is considered to be over-allocated in accordance with California Code of Regulations, title 5, section 11969.8, and for purposes of determining whether fees may be assessed for facilities-related services due to resulting increased impacts and costs as stated in section 9 of Exhibit C to the 2025-26 Use Agreement and 2026-27 Use Agreement, Charter School’s projected in-district classroom ADA on which the facility allocation is based is:

ADA for 2025-26	205.54
ADA for 2026-27	179.50

(Note: No in-district classroom ADA from any locations operated by Charter School other than Maclay shall be included when determining potential reimbursement obligations for over-allocated space.)

8. Releases

As a result of this alternative agreement, YPI (on behalf of Charter School) does not challenge the District’s compliance with Proposition 39 for the applicable school years. YPI (on behalf of Charter School) fully, finally, and without limitation, releases, waives, covenants not to sue, and forever discharges the District from any and all past, present, and future rights, claims, obligations, cross-claims, counter-claims, demands, liabilities, actions, causes of action whether in law or in equity, suits, rights of indemnity (legal and equitable), defenses, damages, losses, attorneys’ fees, costs, expenses, consultant and expert fees, interest, penalties, and compensation, of whatever nature, known or unknown, fixed or contingent, suspected or unsuspected, that YPI and/or Charter School now have, or may ever have, against the District that arise out of, or are in any way related to, the District’s Proposition 39 compliance for the 2025-26 and 2026-27 school years, or any previous school years. YPI (on behalf of Charter School) acknowledges that it is aware of, and familiar with, section 1542 of the California Civil Code, which states: “A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party.” With full awareness and understanding of this provision, YPI (on behalf of Charter School) waives and relinquishes any and all rights and benefits it may have under section 1542 of the California Civil Code, or common law principles to the same or similar effect. In connection with such waiver and relinquishment, YPI (on behalf of Charter School) hereby acknowledges that it may hereinafter discover claims or

PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

YPI Charter Schools / Bert Corona Charter High School

March 18, 2026

Page 5 of 6

facts in addition to or different from those which it now knows and/or believes to exist with respect to the foregoing, but that it hereto intends to and hereby does fully, finally, and forever waive and release all of the disputes and differences against the District, whether known or unknown, suspected or unsuspected, fixed or contingent which concern, arise out of, or are in any way connected with the foregoing.

9. “One-Year Only” Arrangements

YPI (on behalf of Charter School) hereby acknowledges that Charter School’s occupancy of the District’s facilities identified herein for each of the applicable school years does not create any obligation for the District to offer or allocate, or any expectation by YPI or Charter School to receive, any of these same spaces for Charter School’s use in subsequent school years. In other words, this is a “one-year only” arrangement for each of the applicable school years.

10. Alternative Agreement Supersedes and Waiver of Final Offer for 2026-27 School Year

This alternative agreement supersedes: (a) the District’s April 1, 2025 Final Notification of Space Offered to Charter School for the 2025-26 school year pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h), and Charter School’s written response thereto (if any), both of which are hereby null and void; and (b) the District’s January 30, 2026 Preliminary Proposal for the 2026-27 school year pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (f), and Charter School’s written response thereto (if any), both of which are hereby null and void. Additionally, Charter School waives receipt of a Final Notification of Space Offered to Charter School for the 2026-27 school year pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (h), and Charter School shall not be obligated to issue a written notification to the District whether pursuant to California Code of Regulations, title 5, section 11969.9, subdivision (i).

11. Expiration

PLEASE NOTE: This alternative agreement must be signed by an authorized representative of YPI on behalf of Charter School and **returned via email (prop39@lausd.net) to the District within seven (7) calendar days of the date of this communication.** Failure to do so will automatically result in the District’s withdrawal of its willingness to enter into this alternative agreement. Electronic signatures and/or signature pages transmitted by facsimile and/or electronic mail shall be treated as originals.

Please confirm YPI’s acknowledgement, on behalf of Charter School, of the terms of this alternative agreement by signing in the space below and returning this document.

Sincerely,



José Cole-Gutiérrez
Senior Executive Director of Strategy

PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

YPI Charter Schools / Bert Corona Charter High School

March 18, 2026

Page 6 of 6

Attachment:

Exhibit A – Shared Use Agreement

- c: Andrés E. Chait
- Carolyn Spaht Gonzalez
- Marla Willmott
- Jeanette Borden
- Daniel Hwang
- Valentina Cardenas

RE: PROPOSITION 39 REQUEST FOR FACILITIES ALTERNATIVE AGREEMENT

By signing below, I represent that I have the authority to enter into this Proposition 39 request for facilities alternative agreement and confirm YPI's acceptance on behalf of Charter School.

Yvette King-Berg
Name

Executive Director
Title

Yvette King-Berg
Signature

March 19, 2026
Date

EXHIBIT A

Bert Corona Charter High

**EXHIBIT A
SHARED USE AGREEMENT**

CONTACT INFORMATION

Charter School: Bert Corona Charter High

On-site Principal or Lead Administrator

Name: Max Garcia E-mail: mrmgarcia@coronacharter.org
Office Phone: 818-616-8263 Cell Phone: 818-399-8048

1. On-site Assistant Principal or Administrator Next In Charge

Name: Yolanda Fuentes E-mail: msfuentes@coronacharter.org
Office Phone: 818-963-7318 Cell Phone: 818-631-7445

2. On-site Contact for Health Emergencies

Name: Isis Peña E-mail: msguzman@coronacharter.org
Office Phone: 818-571-0837 Cell Phone: 818-571-0837

LAUSD School: Maclay MS

On-site Principal or Lead Administrator

Name: Richard Guillen E-mail: rguill1@lausd.net
Office Phone: (818) 686-3800 Cell Phone: 818-425-5952

1. On-site Assistant Principal or Administrator Next In Charge

Name: Dr. Gabriela Bibian-Lopez E-mail: gbibian@lausd.net
Office Phone: (818) 686-3800 Cell Phone: (818) 692-0953

2. On-site Contact for Health Emergencies

Name: open E-mail: _____
Office Phone: (818) 686-3800 Cell Phone: _____

CALENDAR - Please attach a copy of your school's calendar for the entire 2025-26 school year

Charter School

First Day of Instruction: 8/12/2025

Last Day of Instruction: 6/12/2026

LAUSD School

First Day of Instruction: 8/14/2025

Last Day of Instruction: 6/10/2026

Bert Corona Charter High

**EXHIBIT A
SHARED USE AGREEMENT**

SCHOOL HOURS

Charter School

Before-school program hours: NA
Start of School: 8:40 AM
End of School: 3:45 PM

After-school program hours: *(Please see Disclosures, attached as Exhibit C to the Agreement. Further action is required and additional fees may apply.)* Monday 2 - 5pm, T-F 3:45 to 6:45pm

LAUSD School

Before-school program hours: 6:30 AM - 8:25 AM
Start of School: 8:25 AM
End of School: 3:33 PM
After-school program hours: 3:33 PM to 6:33 PM

HOLIDAY/BREAK SCHEDULE – Please see attached 2025-26 calendars

Charter School: 9/1/2025, 11/11/2025, 11/24-28/25, 12/22/25 to 1/9/26, 1/19/2026
2/16/2026, 3/27/2026, 3/30- 4/3/2026, 4/6/2026, 5/25/2026

LAUSD School: 8/29/25, 9/1/2025, 9/23/2025, 10/2/2025, 11/11/2025, 11/24-28/25, 12/22/25 to 1/9/26,
1/19/2026, 2/16/2026, 3/27/2026, 3/30- 4/3/2026, 4/24/2026, 5/25/2026

ACCESS

Charter School will instruct its employees and students to utilize the following gate for entry to and exit from the campus: pedestrian gate on Gain Street

Charter School will instruct its visitors to utilize:

(X) The gate identified above for entry to and exit from the campus and Charter School will be responsible for monitoring the gate to control access.

() The front gate to the campus used by LAUSD School and Charter School will comply with LAUSD's visitor policy. Charter School shall have a Charter School employee escort the visitor to and from the Charter School area.

Charter School may elect to utilize the parking lot, up to Charter School's Maximum Allocation percentage identified in Exhibit B to the Agreement. Charter School's usage is subject to Exhibit C (Disclosures) to the Agreement. Specific arrangements, such as locations of parking areas and spaces, should be mutually agreed upon following discussions between Charter School and LAUSD School administrators and/or Region representatives.

Bert Corona Charter High

EXHIBIT A SHARED USE AGREEMENT

SHARED SPACE

Based on Charter School's allocation of exclusive use teaching stations and a 420-minute school day, Charter School's maximum daily allocation of shared use space (as identified on Exhibit B) is:

42% / 176 minutes per day per shared use space (e.g., 8:00 A.M to 10:56 A.M. M-F, 9:00 A.M to 1:53 P.M. M/W/F etc.), except as otherwise indicated below.

Charter School has shared use of the student restrooms located in the gymnasium building (space IDs 25545 and 27756), and next to classroom 37 (space IDs 29043 and 29041) allocated at Charter School's maximum shared use space percentage. Charter School has exclusive use of the bungalow student restrooms located next to room CS13 (space IDs 227268 and 227267), and exclusive use of staff restrooms located in the charter's main office building, allocated at 100% to Charter School. Charter School was offered shared use access to all student and staff restrooms at Maclay but opted to have shared use of the aforementioned restrooms only. Except as specified herein, Charter School does not have shared use of any other restrooms at Maclay

Restrooms:

Charter School and LAUSD School administrators may negotiate and mutually agree upon Charter School's increased / decreased allocations of the shared use spaces listed below.

Please collaborate and document Charter School's schedule for the shared use spaces listed below (as well as other shared use spaces, if any, that Charter School will use).

<u>Area</u>	<u>Indoor / Outdoor</u>	<u>Max Daily Allocation</u>	<u>Annual Minutes</u>
Art	INDOOR	42% / 176 min (See Note 6)	NA
Assembly (MPR / Auditorium)	INDOOR	42% / 176 min	3465 minutes
Beyond the Bell (school program) (2)	INDOOR	42% / 176 min (See Note 6)	NA
Conference/meeting room	INDOOR	42% / 176 min (See Note 6)	NA
Faculty Lounge / Dining Room	INDOOR	42% / 176 min	NA
Gymnasium	INDOOR	42% / 176 min both per year	8280 minutes- Basketball Gym 38,690 Minutes- Weightroom
Inclusion Collaboration	INDOOR	42% / 176 min (See Note 6)	NA
Instructional Coach	INDOOR	42% / 176 min (See Note 6)	NA
Itinerant	INDOOR	42% / 176 min (See Note 6)	NA
Leadership	INDOOR	42% / 176 min (See Note 6)	NA
Library	INDOOR	42% / 176 min	NA
Library (2)	INDOOR	42% / 176 min (See Note 6)	NA
Music	INDOOR	42% / 176 min (See Note 6)	NA

Bert Corona Charter High

Notes:

1) Proposition 39 regulations require shared space to be shared proportionately with Charter School. The percentage for Charter School use is calculated based on the ratio of total Charter School exclusive use teaching stations vs. total LAUSD School exclusive use teaching stations. If the District has determined that certain spaces essential to enriching District instruction and student health and human services are not available for sharing, other reasonably equivalent space has been identified herein for allocation to Charter School at an adjusted shared use percentage. Charter School's resulting pro rata share obligation may be subject to modification following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

2) The exact number of science labs, if any, and Charter School's resulting pro rata share obligation, may be subject to modification based on the actual number of science labs confirmed to exist at the LAUSD School Site that are shared with Charter School, and/or following negotiations and confirmation of shared use space allocations and schedules between Charter School and LAUSD School administrators.

3) Some Areas available for shared use are provided to District students in certain grade levels only (e.g., College/Career Center for grades 9-12). As such, the "Max. Daily Allocation to Charter School" for such Areas accounts only for the portion of Charter School's in-district students who would be provided with this type of Area if they attended District schools.

4) To the extent that non-classroom shared use spaces not identified above exist at the LAUSD School Site and are available for sharing, Charter School is entitled to shared use of these spaces.

5) The administrators of Charter School and LAUSD School may negotiate their schools' respective allocations of the shared use spaces identified herein and any other shared use spaces that may exist at the LAUSD School Site. LAUSD School's administrator does not have authority to allocate any classroom/instructional spaces to Charter School. A shared use agreement that purports to allocate any classroom/instructional spaces to Charter School is invalid without the prior approval of authorized District leadership, and will only be considered a proposed Proposition 39 alternative agreement (pursuant to California Code of Regulations, title 5, section 11969.1, subdivision (b)). If such an alternative agreement is not finalized by authorized leadership on behalf of the District and Charter School, the administrators of Charter School and LAUSD School will be required to further negotiate terms of the shared use agreement consistent with this paragraph.

6) The District offers Charter School shared use of additional indoor spaces in classrooms (i.e., classrooms that have not been eliminated to provide exclusive use teaching station space to Charter School, and have not been deemed essential to enriching District instruction and student health and human services). Such spaces listed herein, if any, are projected to be available for shared use, after taking into account LAUSD School's and Charter School's allocations of exclusive use spaces as well as other projected space utilizations on the campus. Their descriptions, locations, and availability for sharing are potentially subject to change due to their elimination, repurposing, and/or relocation.

7) Some of the Areas listed herein might be categories that include multiple spaces at the LAUSD School Site (e.g., a practice gym and a competition gym collectively constitute "Gymnasium"). All such spaces may be shared up to Charter School's Max Daily Allocation. In such instances, administrators should separately list the shared use schedule for each specific space.

Bert Corona Charter High

**EXHIBIT A
SHARED USE AGREEMENT**

Calendars for the Shared Use Areas shall be available to both schools and located at:
Main office of each school

Charter School Principal and/or his/her designee shall meet with LAUSD Principal and/or his/her designee every 2nd Wednesday of month at 9 am in order to discuss upcoming events and/or any other issues that may arise.



Authorized Charter School Representative

June 20, 2025

Date



LAUSD Principal

June 20, 2025

Date

Text

Bert Corona Charter High



Los Angeles Unified School District
INSTRUCTIONAL SCHOOL CALENDAR 2025-2026

Draft
 2/3/2025

JULY

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

07/04/25	Independence Day	01/19/26	Dr. Martin L. King Jr. Birthday
08/14/25	First Day of Instruction	02/16/26	Presidents' Day
08/29/25	Admission Day	03/27/26	Cesar E. Chavez Birthday Observed
09/01/25	Labor Day	03/30 - 04/03/26	Spring Recess
11/11/25	Veterans' Day	04/24/26	Armenian Genocide Remembrance Day
11/27 - 11/28/25	Thanksgiving Holiday	05/25/26	Memorial Day
12/22/25 - 01/09/26	Winter Recess	06/10/26	Last Day of Instruction
01/12/26	Second Semester Begins	06/19/26	Juneteenth Holiday

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- School Recess
- Unassigned Day (No School)
- Pupil Free Days *
- Second Semester Begins
- Instructional Days

Instructional Days	
Fall Semester	82
Spring Semester	98
Total	180

* If a school selects Monday, January 12, 2026, as a Pupil Free Day, then Thursday, June 11, 2026, becomes an Instructional Day.

Coversheet

FY25-26 YPICS February Financials

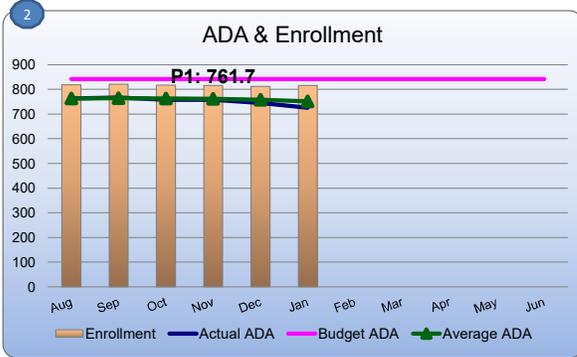
Section: V. Items Scheduled For Action
Item: A. FY25-26 YPICS February Financials
Purpose: Vote
Submitted by:
Related Material: 25-26 YPICS Financials Board Packet 02.26.pdf

YPI Charter Schools - Financial Dashboard (February 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 84 students below budget, resulting in a \$1,380K decrease in LCFF Revenue.

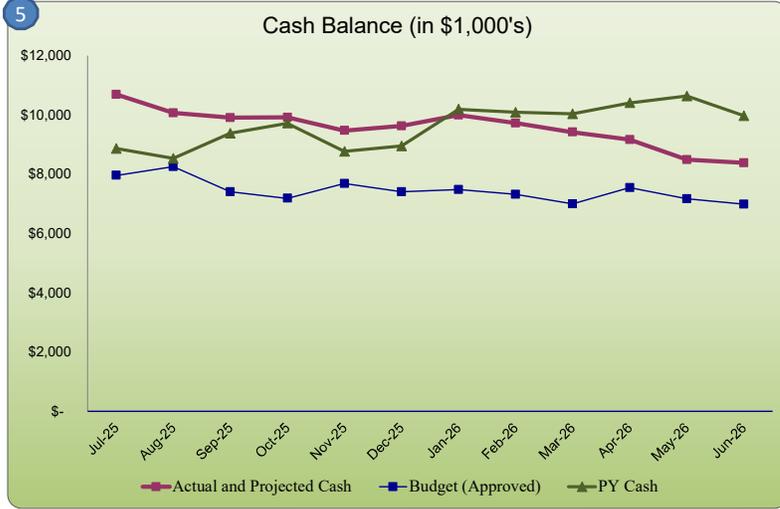
Forecast includes \$1.61M of restricted one-time funds. An additional \$285K remains available to spend through FY27/28.

\$7.09MK of cash has been held in CD accounts.

Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 7.61, relusting in decrease in LCFF by \$120K across 3 schools.

Attendance Analysis	Actual through Month 6	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25 P2	FY 23-24 P2
Enrollment	816	817	901	(84)	817	0	872	847
ADA %	92.2%	92.5%	93.5%	-0.9%	94.0%	-1.5%	92.7%	92.7%
Average ADA	752.20	754.83	842.20	(87.37)	754.83	0.00	801.07	778.37

Income Statement	Actual through 02/28/26	Forecast as of 02/28/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	6,838,939	11,639,681	13,020,099	(1,380,417)	11,628,769	10,913	12,113,655	11,612,823
Federal Revenue	624,603	1,474,110	1,398,301	75,809	1,503,446	(29,335)	1,922,813	3,510,698
State Revenue	4,022,195	3,949,205	3,734,751	214,454	3,967,361	(18,157)	3,118,156	3,313,241
Other Local Revenue	771,593	1,180,624	1,201,495	(20,871)	1,179,599	1,025	1,763,592	3,029,652
Grants/Fundraising	28,247	117,104	116,000	1,104	117,104	0	100,626	43,383
TOTAL REVENUE	12,285,577	18,360,724	19,470,645	<b style="color: red;">(1,109,921)	18,396,278	<b style="color: red;">(35,554)	19,018,842	21,509,798
<i>Total per ADA</i>		24,324	23,119	1,206	24,371	(47)	23,742	27,634
<i>w/o Grants/Fundraising</i>		24,169	22,981	1,188	24,216	(47)	23,616	27,579
Certificated Salaries	4,256,661	6,607,647	6,799,291	191,643	6,609,506	1,859	6,164,145	6,108,717
Classified Salaries	2,064,281	3,152,149	3,549,706	397,557	3,175,071	22,922	3,238,813	3,082,354
Benefits	2,332,064	3,312,711	3,412,732	100,020	3,290,917	(21,794)	3,125,796	2,956,342
Student Supplies	643,659	1,517,159	1,522,195	5,035	1,554,463	37,303	1,696,032	1,853,818
Operating Expenses	2,710,961	4,154,548	4,094,394	(60,153)	4,156,767	2,219	4,531,116	4,318,530
Other	677,960	1,010,446	995,707	(14,740)	1,009,751	(695)	1,017,924	1,080,851
TOTAL EXPENSES	12,685,587	19,754,661	20,374,024	619,363	19,796,475	41,814	19,773,826	19,400,612
<i>Total per ADA</i>		26,171	24,191	(1,980)	26,226	(55)	24,684	24,925
NET INCOME / (LOSS)	<b style="color: red;">(400,009)	<b style="color: red;">(1,393,936)	<b style="color: red;">(903,379)	<b style="color: red;">(490,557)	<b style="color: red;">(1,400,197)	6,260	<b style="color: red;">(754,984)	2,109,186
Op Inc Excluding Non-cash Lease Exp	205,641	(494,303)	(15,305)	(478,998)	(498,079)	3,775	154,006	0



Year-End Cash Balance		
Projected	Budget	Variance
8,384,380	6,988,186	1,396,193

Balance Sheet	6/30/2025	1/31/2026	2/28/2026	6/30/2026 FC
Assets				
Cash, Operating	9,973,497	9,998,974	9,726,481	8,384,380
Cash, Restricted	0	0	0	0
Accounts Receivable	2,401,612	68,286	68,286	2,031,592
Due From Others	1,663	5,259	1,369	1,369
Deposits/Prepays	255,767	126,243	132,209	274,344
Net Fixed Assets	25,076,202	24,773,676	24,700,569	24,411,512
Lease Assets	1,915,757	1,950,366	1,934,058	1,887,742
Other Assets	0	0	0	0
Total Assets	39,624,499	36,922,805	36,562,972	36,990,938
Liabilities				
A/P & Payroll	765,495	368,999	478,108	996,514
Due to Others	607,558	433,194	422,784	549,196
Deferred Revenue	2,082,836	0	0	890,157
Lease Liabilities	1,990,245	2,045,863	2,031,804	1,993,595
Other Liabilities	107,828	107,828	107,828	107,828
Total Debt	6,678,503	6,558,926	6,530,423	6,455,551
Total Liabilities	12,232,465	9,514,810	9,570,947	10,992,840
Equity				
Beginning Fund Bal.	28,147,020	27,392,036	27,392,036	27,392,036
Net Income/(Loss)	(754,984)	15,960	(400,009)	<b style="color: red;">(1,393,936)
Total Equity	27,392,036	27,407,996	26,992,026	25,998,099
Total Liabilities & Equity	39,624,500	36,922,806	36,562,973	36,990,939
Days Cash on Hand	193	193	188	162
Cash Reserve %	52.8%	53.0%	51.5%	44.4%



BERT CORONA CHARTER SCHOOL - Financial Dashboard (February 2026)

1 Key Performance Indicators

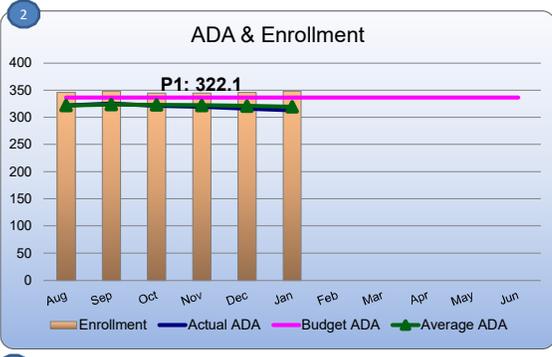
ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Forecasted Enrollment is currently 12 students below budget, resulting in a \$235K decrease in LCFF Revenue.

Forecast includes \$615K of restricted one-time funds. An additional \$263K remains available to spend through FY27/28.

Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 2.54, relusting in decrease in LCFF by \$37K.

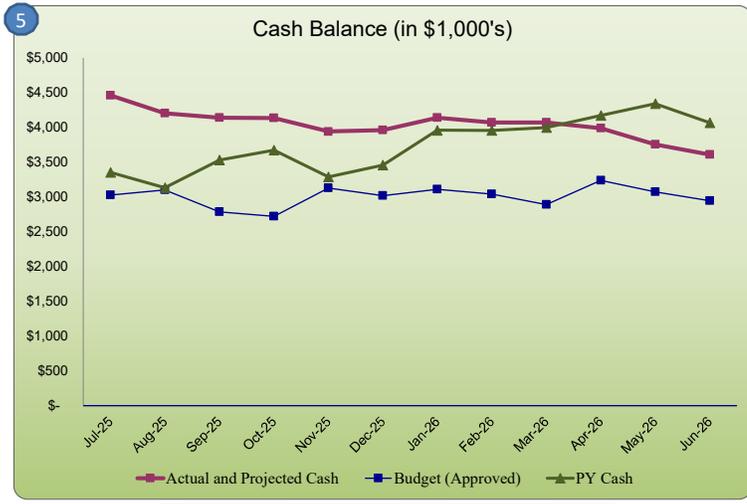


3 Attendance Analysis

	Actual through Month 6	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	348	346	358	(12)	346	0	341	342
Attendance %	92.2%	92.6%	94.0%	-1.4%	92.6%	0.0%	93.1%	0.0%
Avg Daily Attendance (ADA)	319.39	320.68	336.52	(15.84)	320.68	0.00	319.10	321.84

4 Income Statement

	Actual through 02/28/26	Forecast as of 02/28/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	2,567,397	4,684,867	4,919,716	(234,849)	4,680,443	4,424	4,563,743	4,531,333
Federal Revenue	268,071	654,119	618,872	35,247	671,350	(17,231)	778,186	1,370,027
State Revenue	1,833,188	1,674,489	1,607,240	67,249	1,677,487	(2,998)	1,329,132	1,519,681
Other Local Revenue	270,460	451,390	502,429	(51,038)	451,390	0	774,895	1,187,725
Grants/Fundraising	11,093	30,834	30,000	834	30,834	0	55,011	4,849
TOTAL REVENUE	4,950,209	7,495,699	7,678,256	(182,557)	7,511,505	(15,806)	7,500,966	8,613,615
Total per ADA		23,374	22,817	558	23,424	(49)	23,507	26,764
w/o Grants/Fundraising		23,278	22,727	551	23,328	(49)	23,334	26,749
Certificated Salaries	1,473,679	2,338,641	2,302,628	(36,013)	2,335,333	(3,308)	2,198,546	2,186,330
Classified Salaries	706,583	1,096,004	1,258,650	162,646	1,100,588	4,584	1,181,236	1,083,041
Benefits	755,391	1,105,391	1,105,703	312	1,106,944	1,552	1,070,422	995,440
Student Supplies	315,308	684,514	685,425	911	702,549	18,034	810,998	777,197
Operating Expenses	1,491,510	2,260,333	2,238,490	(21,843)	2,256,711	(3,622)	2,151,385	2,346,661
Other	54,913	80,859	72,893	(7,965)	80,696	(163)	82,117	92,022
TOTAL EXPENSES	4,797,385	7,565,743	7,663,790	98,047	7,582,821	17,078	7,494,704	7,480,690
Total per ADA		23,593	22,774	(819)	23,646	(53)	23,487	23,244
NET INCOME / (LOSS)	152,824	(70,044)	14,466	(84,510)	(71,316)	1,272	6,263	1,132,925
OPERATING INCOME	207,737	10,815	87,360	(76,545)	9,380	1,435	88,379	1,224,947



Year-End Cash Balance

Projected	Budget	Variance
3,607,531	2,944,935	662,596

6 Balance Sheet

	6/30/2025	1/31/2026	2/28/2026	6/30/2026
Assets				
Cash, Operating	4,064,292	4,139,706	4,068,895	3,607,531
Cash, Restricted	0	0	0	0
Accounts Receivable	1,020,767	58,983	58,983	990,486
Due From Others	484	438	808	808
Deposits/Prepays	151,101	106,028	108,569	158,775
Net Fixed Assets	593,348	710,498	703,804	677,859
Lease Assets	1,823,576	1,746,803	1,735,736	1,693,884
Other Assets	0	0	0	0
Total Assets	7,653,568	6,762,456	6,676,796	7,129,343
Liabilities				
A/P & Payroll	180,993	110,133	144,491	314,197
Due to Others	158,587	72,452	67,071	64,578
Deferred Revenue	932,315	0	0	541,948
Lease Liabilities	1,901,699	1,841,476	1,832,435	1,798,689
Other Liabilities	21,470	21,470	21,470	21,470
Total Debt	0	0	0	0
Total Liabilities	3,195,064	2,045,530	2,065,468	2,740,882
Equity				
Beginning Fund Bal.	4,452,242	4,458,505	4,458,505	4,458,505
Net Income/(Loss)	6,263	258,421	152,824	(70,044)
Total Equity	4,458,505	4,716,926	4,611,329	4,388,461
Total Liabilities & Equity	7,653,568	6,762,456	6,676,796	7,129,343

Days Cash on Hand	200	201	198	176
Cash Reserve %	54.8%	55.2%	54.4%	48.2%





BERT CORONA CHARTER SCHOOL

Financial Analysis

February 2026

Net Income

Bert Corona Charter School is projected to achieve a net income of -\$70K in FY25-26 compared to \$15K in the board approved budget. Reasons for this negative \$85K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2026, the school's cash balance was \$4.07M. By June 30, 2026, the school's cash balance is projected to be \$3.61M, which represents a 48% reserve.

As of February 28, 2026, the Accounts Receivable balance was \$59K, down from \$59K in the previous month, due to the receipt of revenue earned in FY24-25.

As of February 28, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$145K, compared to \$110K in the prior month.

As of February 28, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$7.50M, which is \$183K or 2.4% under budgeted revenue of \$7.68M.

LCFF Revenue – is projected to be below budget by \$235K due to lower enrollment and ADA

Other Federal Revenue - is projected to be over budget by \$20K due to rolling CSI grant funds to FY25-26.

Other State Revenue - is projected to be above budget by \$94K.

Other Local Revenue - is projected to be under budget by \$60K. This is offset by savings in PD and Other Consultants costs.

Expenses

Total expenses for FY25-26 are projected to be \$7.57M, which is \$98K or 1.3% under budgeted expenditures of \$7.66M.

Salaries are projected to be lower than budget by \$127K

PD Consultant & Tuition costs are projected to be lower than budget by \$62K due to loss of Teacher Residents. It is offset by lower revenue.

SPED costs are projected to be higher than budget by \$62K based on the actuals for last year.

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



Intra-Agency Fees are projected to be higher than budget by \$45K due to lower enrollment at MORCS and BCCHS.

ADA

Budgeted P2 ADA is 336.52 based on enrollment of 358 and a 94.0% attendance rate.

Forecast P2 ADA is 320.68 based on enrollment of 346 and a 92.6% attendance rate.

Actual ADA through Month 6 is 319.39 with ending enrollment of 348 and a 92.2% attendance rate.

In Month 6, ADA was 312.84 with a 89.8% attendance rate.

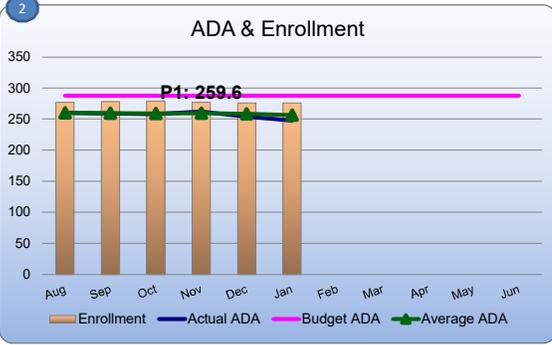
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSENIOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (February 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 29 students below budget, resulting in a \$418K decrease in LCFF Revenue.

Forecast includes \$583K of restricted one-time funds. An additional \$22K remains available to spend through FY27/28.

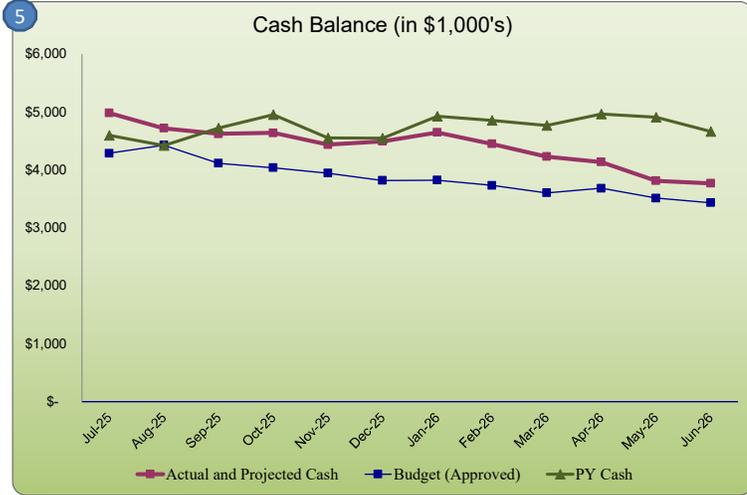
Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 2.64, relusting in decrease in LCFF by \$39K.

3 Attendance Analysis

	Actual through Month 6	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	276	277	306	(29)	277	0	302	282
Attendance %	92.6%	92.9%	94.0%	-1.1%	92.9%	0.0%	93.1%	0.0%
Avg Daily Attendance (ADA)	256.50	257.36	287.64	(30.28)	257.36	0.00	276.44	256.48

4 Income Statement

	Actual through 02/28/26	Forecast as of 02/28/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	2,244,911	3,816,598	4,234,157	(417,559)	3,813,038	3,560	3,990,563	3,670,040
Federal Revenue	202,075	504,162	503,110	1,053	509,908	(5,745)	679,965	1,506,579
State Revenue	1,342,963	1,442,690	1,532,504	(89,815)	1,454,773	(12,083)	1,210,608	1,133,377
Other Local Revenue	284,995	434,841	443,649	(8,808)	434,841	0	663,946	1,075,406
Grants/Fundraising	6,264	51,000	51,000	0	51,000	0	0	1,535
TOTAL REVENUE	4,081,209	6,249,290	6,764,420	(515,129)	6,263,559	(14,269)	6,545,081	7,386,937
<i>Total per ADA</i>		24,282	23,517	765	24,338	(55)	23,676	28,801
<i>w/o Grants/Fundraising</i>		24,084	23,340	744	24,140	(55)	23,676	28,795
Certificated Salaries	1,280,948	1,989,068	2,094,981	105,913	1,992,514	3,446	1,944,798	1,894,291
Classified Salaries	564,593	886,273	1,034,774	148,501	897,502	11,229	894,341	873,175
Benefits	659,425	957,049	943,243	(13,806)	942,767	(14,282)	879,245	830,166
Student Supplies	207,397	511,032	516,485	5,453	519,600	8,568	532,044	726,716
Operating Expenses	1,201,795	2,046,045	2,036,010	(10,034)	2,044,262	(1,783)	2,152,173	1,719,925
Other	602,626	899,918	892,887	(7,031)	899,386	(532)	904,049	926,543
TOTAL EXPENSES	4,516,785	7,289,384	7,518,380	228,996	7,296,030	6,646	7,306,650	6,970,816
<i>Total per ADA</i>		28,324	26,138	(2,186)	28,350	(26)	26,431	27,179
NET INCOME / (LOSS)	(435,577)	(1,040,094)	(753,960)	(286,133)	(1,032,471)	(7,623)	(761,568)	416,121
OPERATING INCOME	78,526	(272,128)	6,974	(279,102)	(265,037)	(7,091)	6,119	1,201,981



Year-End Cash Balance

	Projected	Budget	Variance
	3,765,644	3,429,931	335,713

6 Balance Sheet

	6/30/2025	1/31/2026	2/28/2026	6/30/2026
Assets				
Cash, Operating	4,660,050	4,641,648	4,446,727	3,765,644
Cash, Restricted	0	0	0	0
Accounts Receivable	835,256	5,301	5,301	753,205
Due From Others	299	0	0	0
Deposits/Prepays	41,784	4,641	6,664	47,952
Net Fixed Assets	24,396,248	23,994,622	23,930,579	23,676,716
Lease Assets	38,504	33,951	33,290	30,623
Other Assets	0	0	0	0
Total Assets	29,972,142	28,680,162	28,422,560	28,274,140
Liabilities				
A/P & Payroll	319,972	91,737	138,824	317,006
Due to Others	418,342	360,485	355,455	362,700
Deferred Revenue	719,039	0	0	348,209
Lease Liabilities	38,504	36,315	35,654	32,987
Other Liabilities	29,418	29,418	29,418	29,418
Total Debt	6,678,503	6,558,926	6,530,423	6,455,551
Total Liabilities	8,203,779	7,076,880	7,089,774	7,545,871
Equity				
Beginning Fund Bal.	22,529,932	21,768,364	21,768,364	21,768,364
Net Income/(Loss)	(761,568)	(165,081)	(435,577)	(1,040,094)
Total Equity	21,768,364	21,603,283	21,332,787	20,728,270
Total Liabilities & Equity	29,972,142	28,680,163	28,422,561	28,274,141
Days Cash on Hand	260	260	249	211
Cash Reserve %	71.3%	71.1%	68.2%	57.7%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
Financial Analysis
February 2026

Net Income

Monseñor Oscar Romero Charter School is projected to achieve a net loss of -\$1,040K in FY25-26 compared to -\$754K in the board approved budget. Reasons for this negative \$286K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2026, the school’s cash balance was \$4.45M. By June 30, 2026, the school’s cash balance is projected to be \$3.77M, which represents a 58% reserve.

As of February 28, 2026, the Accounts Receivable balance was \$5K, down from \$5K in the previous month, due to the receipt of revenue earned in FY24-25.

As of February 28, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$139K, compared to \$92K in the prior month.

As of February 28, 2026, MORCS had a debt balance of \$6.53M compared to \$6.56M in the prior month. An additional \$75K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$6.25M, which is \$515K or 7.6% under budgeted revenue of \$6.76M.

LCFF Revenue – is projected to be below budget by \$418K due to lower enrollment and ADA %.

ELOP Revenue - is projected to be below budget by \$99K

Expenses

Total expenses for FY25-26 are projected to be \$7.29M, which is \$229K or 3.0% under budgeted expenditures of \$7.52M.

Salaries are projected to be lower than budget by \$254K

Health Insurance expenses are projected to be higher than budget by \$65K

Vendor Repairs are projected to be higher than budget by \$45K

ADA

Budgeted P2 ADA is 287.64 based on enrollment of 306 and a 94.0% attendance rate.

Forecast P2 ADA is 257.36 based on enrollment of 277 and a 92.9% attendance rate.

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



Actual ADA through Month 6 is 256.50 with ending enrollment of 276 and a 92.6% attendance rate.

In Month 6, ADA was 247.79 with a 90.0% attendance rate.

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

Bert Corona Charter High School - Financial Dashboard (February 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

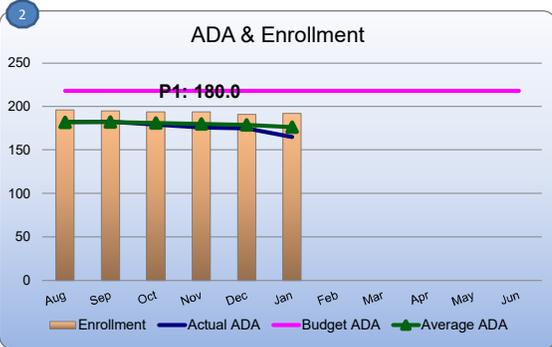
Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Forecasted enrollment is currently 43 students below budget, resulting in a \$728K decrease in LCFF Revenue.

Forecast includes \$416K of restricted one-time funds. An additional \$K remains available to spend through FY27/28.

Month 5 and 6 of attendance were affected by the student walkouts and caused P2 ADA projections to decrease by 2.43, relusting in decrease in LCFF by \$43K.

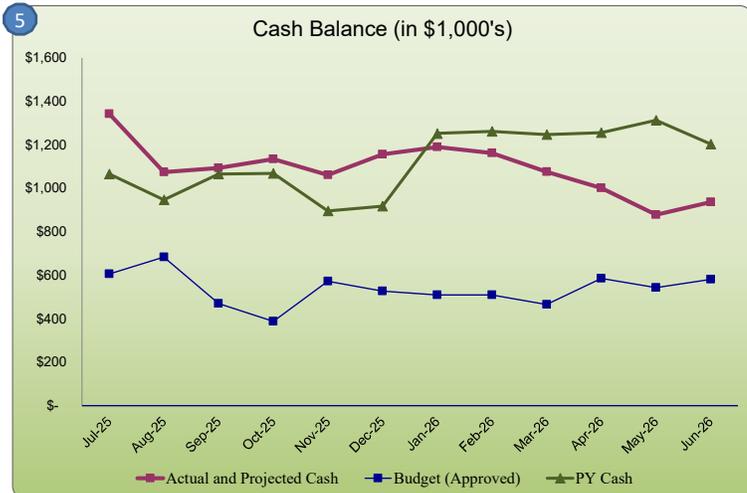


3 Attendance Analysis

	Actual through Month 6	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	192	194	237	(43)	194	0	229	223
Attendance %	91.8%	91.8%	92.0%	-0.2%	91.8%	0.0%	91.5%	0.0%
Avg Daily Attendance (ADA)	176.31	176.79	218.04	(41.25)	176.79	0.00	205.53	200.05

4 Income Statement

	Actual through 02/28/26	Forecast as of 02/28/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	2,026,631	3,138,217	3,866,225	(728,009)	3,135,287	2,929	3,559,349	3,411,450
Federal Revenue	154,457	315,829	276,320	39,509	322,187	(6,359)	464,662	634,092
State Revenue	846,044	832,026	595,006	237,020	835,101	(3,075)	578,416	660,183
Other Local Revenue	207,550	285,805	255,418	30,387	285,805	0	311,886	755,242
Grants/Fundraising	10,890	35,270	35,000	270	35,270	0	45,615	36,999
TOTAL REVENUE	3,245,571	4,607,146	5,027,969	(420,823)	4,613,651	(6,505)	4,959,929	5,497,966
<i>Total per ADA</i>		26,060	23,060	3,000	26,097	(37)	24,132	27,483
<i>w/o Grants/Fundraising</i>		25,860	22,899	2,961	25,897	(37)	23,910	27,298
Certificated Salaries	1,057,373	1,607,275	1,717,675	110,400	1,607,573	298	1,581,952	1,590,587
Classified Salaries	539,467	810,696	874,274	63,577	819,505	8,808	841,570	788,686
Benefits	609,361	846,466	927,975	81,508	847,004	538	855,494	792,439
Student Supplies	117,746	297,501	300,136	2,635	308,202	10,701	329,672	340,415
Operating Expenses	1,020,567	1,302,439	1,344,970	42,531	1,301,209	(1,230)	1,322,322	1,366,488
Other	18,313	26,568	26,825	257	26,568	(0)	28,597	59,209
TOTAL EXPENSES	3,362,828	4,890,945	5,191,854	300,909	4,910,061	19,115	4,959,607	4,937,825
<i>Total per ADA</i>		27,665	23,811	(3,854)	27,773	(108)	24,131	24,683
NET INCOME / (LOSS)	(117,257)	(283,799)	(163,885)	(119,914)	(296,410)	12,611	322	560,141
OPERATING INCOME	(98,943)	(257,231)	(137,061)	(120,171)	(269,842)	12,611	28,919	619,350



Year-End Cash Balance

Projected	Budget	Variance
937,245	581,281	355,964

6 Balance Sheet

	6/30/2025	1/31/2026	2/28/2026	6/30/2026
Assets				
Cash, Operating	1,203,380	1,190,493	1,162,100	937,245
Cash, Restricted	0	0	0	0
Accounts Receivable	545,589	4,002	4,002	287,901
Due From Others	616	575	561	561
Deposits/Prepays	45,171	2,493	3,895	49,508
Net Fixed Assets	77,868	61,663	59,555	51,301
Lease Assets	25,923	22,857	22,412	20,617
Other Assets	0	0	0	0
Total Assets	1,898,546	1,282,083	1,252,526	1,347,132
Liabilities				
A/P & Payroll	232,515	129,663	167,780	309,065
Due to Others	30,628	0	0	121,660
Deferred Revenue	431,482	0	0	0
Lease Liabilities	25,923	24,448	24,004	22,208
Other Liabilities	12,832	12,832	12,832	12,832
Total Debt	0	0	0	0
Total Liabilities	733,379	166,943	204,616	465,764
Equity				
Beginning Fund Bal.	1,164,846	1,165,167	1,165,167	1,165,167
Net Income/(Loss)	322	(50,027)	(117,257)	(283,799)
Total Equity	1,165,167	1,115,140	1,047,911	881,368
Total Liabilities & Equity	1,898,547	1,282,083	1,252,526	1,347,132
Days Cash on Hand	89	89	87	70
Cash Reserve %	24.4%	24.4%	23.9%	19.3%





Bert Corona Charter High School Financial Analysis February 2026

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -\$284K in FY25-26 compared to -\$164K in the board approved budget. Reasons for this negative \$120K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2026, the school's cash balance was \$1.16M. By June 30, 2026, the school's cash balance is projected to be \$937K, which represents a 19% reserve.

As of February 28, 2026, the Accounts Receivable balance was \$4K, down from \$4K in the previous month, due to the receipt of revenue earned in FY24-25.

As of February 28, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$168K, compared to \$130K in the prior month.

As of February 28, 2026, BCCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$4.61M, which is \$421K or 8.4% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$728K due to lower enrollment.

Other Federal Revenue - is projected to be over budget by \$20K due to moving CSI funds into the current year.

Other State Revenue - is projected to be above budget by \$249K to offset LCFF losses. All of the one-time funds will be utilized in FY25-26.

AB602 Revenue – is projected to be below budget by \$32K due to lower enrollment.

Expenses

Total expenses for FY25-26 are projected to be \$4.89M, which is \$301K or 5.8% under budgeted expenditures of \$5.19M.

Contracted Substitute Teacher costs are projected to be higher than budget by \$33K

Intra-Agency Fees are projected to be lower than budget by \$66K mainly due to the lower enrollment.

ADA

Budgeted P2 ADA is 218.04 based on enrollment of 237 and a 92.0% attendance rate.

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



Forecast P2 ADA is 176.79 based on enrollment of 194 and a 91.8% attendance rate.

Actual ADA through Month 6 is 176.31 with ending enrollment of 192 and a 91.8% attendance rate.

In Month 6, ADA was 165.00 with a 89.9% attendance rate.

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

**YPI Charter Schools
Check Register
From 02/01/26 to 02/28/26**

Check #	Vendor Name	Date	Description	Amount
A029518	7 LAYER IT SOLUTIONS, INC.	2/14/2026	02/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
P086212	A&J TREE INC	2/14/2026	01/08/26 - TREE TRIMMING	2,800.00
P086923	AFLAC WORLDWIDE HEADQUARTERS	2/26/2026	02/26 - HEALTH PREMIUM	2,454.22
P086218	Amazon Capital Services	2/14/2026	LANYARDS, RING LIGHT, MICROPHONES, TRIPOD & REMOTE	700.14
P086561	Amazon Capital Services	2/20/2026	BASKETBALLS	896.23
P086562	Amazon Capital Services	2/20/2026	CANDY CANES	468.26
P086563	Amazon Capital Services	2/20/2026	BASKETBALLS	1,357.65
P086921	Amazon Capital Services	2/26/2026	(1) ICE CRUSHER, (1) POPCORN MACHINE	561.69
313394	AMY PAZ	2/20/2026	01/12/26-01/28/26 - MILEAGE	140.65
313373	AT&T	2/13/2026	01/26 - FAX SERVICE	212.87
313379	AT&T MOBILITY	2/13/2026	01/18/26-02/17/26 - HOTSPOTS	2,205.40
P086216	A-TECH SYSTEMS	2/14/2026	FIRE ALARM - TROUBLESHOOTING CONTROL PANEL	640.00
P086558	B&B HEATING, AIR CONDITIONING & ELECTRICAL	2/20/2026	AC REPAIR	600.00
P086560	BDJtech	2/20/2026	HEADPHONES	1,448.70
EFT02/02	BLUE SHIELD OF CALIFORNIA	2/2/2026	02/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
E026472	BUR-CAL TERMITE & PEST CONTROL INC.	2/14/2026	01/28/26 - PEST CONTROL	385.00
P085639	CAREPORTAL	2/5/2026	01/26 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
P086217	CLASSROOM CREW LLC	2/14/2026	01/26 - SPED SERVICES - APE	661.25
313405	CLIFTONLARSONALLEN LLP	2/26/2026	FY24-25 - AUDIT SERVICES, TECHNOLOGY & CLIENT SUPPORT FEE	4,200.00
P086211	COOL TEMP HEATING, INC	2/14/2026	01/26 - AC SERVICE	2,440.00
A029758	CROSS COUNTRY EDUCATION	2/26/2026	01/14/26-01/30/26 - SPED SERVICES - BII	2,864.46
313371	DMV RENEWAL	2/5/2026	2026 - REGISTRATION RENEWAL VIN # 1FMZK1YM0KKA52830	288.00
313372	DMV RENEWAL	2/5/2026	2026 - REGISTRATION RENEWAL VIN # 1FMZK1YM2KKA59651	288.00
313409	DMV RENEWAL	2/26/2026	2026 - REGIS RENEWAL VIN # 1FMZK1YM1KKA70480	287.00
313413	DMV RENEWAL	2/26/2026	2026 - REGIS RENEWAL VIN # 1FMZK1YM3KKA85417	289.00
313414	DMV RENEWAL	2/26/2026	2026 - REGIS RENEWAL VIN #1FMZK1YM6KKA36115	290.00
P086924	Document Tracking Services	2/26/2026	04/15/26-04/15/27 - DOCUMENT TRACKING SERVICE, 2026 SARC	1,301.00
313402	EDLIO, LLC	2/26/2026	05/01/26-04/30/27 - WEBSITE CONTENT MANAGEMENT SYSTEM	6,399.00
313393	EMPLOYMENT DEVELOPMENT DEPARTMENT	2/20/2026	10/01/25-12/31/25 - SEF LOCAL EXPERIENCE CHARGE	127.52
313378	EXED	2/13/2026	01/26 - MANAGEMENT CONTRACT FEE, CALPADS	26,160.00
313388	FRESH START HEALTHY MEALS, INC.	2/13/2026	01/26 - STUDENTS BREAKFAST, LUNCH, VEGETARIAN, SALAD, SNACK	52,769.56
313369	FRONTIER	2/5/2026	01/13/25-02/12/26 - FAX SERVICE, ONE TIME CHARGES	362.91
313406	FRONTIER	2/26/2026	02/13/26-03/12/26 - FAX SERVICE, ONE TIME CHARGES	347.38
313366	HERNANDEZ JANITORIAL SERVICES	2/5/2026	01/16/26-01/31/26 - MAINTENANCE SERVICE	1,815.00
313400	HERNANDEZ JANITORIAL SERVICES	2/26/2026	02/01/26-02/15/26 - MAINTENANCE SERVICE	1,815.00
313387	HOME DEPOT CREDIT SERVICES	2/13/2026	CUSTODIAL SUPPLIES	565.52
P086559	HOWARD TECHNOLOGY SOLUTIONS	2/20/2026	DIGITAL SIGNAGE ENTERPRISE DISPLAYS SUBSCRIPTION LICENSE	899.95
P086213	IMPACT CANINE SOLUTIONS	2/14/2026	01/15/26 - CANINE SERVICES	460.00
A029517	IMPACT FACILITIES SERVICES INC	2/14/2026	01/01/26-01/31/26 - MAINTENANCE SERVICE	4,200.00
313384	JAHAIRA OSORIO	2/13/2026	02/02/26 - FOOD FOR BOARD MEETING	75.47
313395	JAHAIRA OSORIO	2/20/2026	01/12/26-01/29/26 - MILEAGE	40.83
313382	JANETTE PEREZ	2/13/2026	10/23/25-11/04/25 - PACOIMA PARADE SUPPLIES	75.02
P085640	JEANNETTE M CRUZ REIBER	2/5/2026	01/26 - MONTHLY CREDENTIALING SERVICES	800.00
313396	JENNIFER I. OBANDO-SALGUERO	2/20/2026	01/07/26-01/30/26 - MILEAGE	262.89
E026471	KELLY SPICERS STORES	2/14/2026	FUEL SURCHARGE	584.42
E026702	KELLY SPICERS STORES	2/26/2026	COPY PAPER, FUEL SURCHARGE	703.77
313370	LA DEPT. OF WATER AND POWER	2/5/2026	12/17/25-01/21/26 - ELECTRIC, WATER, SEWER CHARGES	4,487.42
313386	LA DEPT. OF WATER AND POWER	2/13/2026	12/31/25-02/02/26 - ELECTRIC CHARGES	6,104.09
313408	LA DEPT. OF WATER AND POWER	2/26/2026	01/21/26-02/18/26 - ELECTRIC, WATER, & SEWER CHARGES	4,505.35
313399	LOS ANGELES UNIFIED SCHOOL DISTRICT	2/23/2026	07/25-09/25 - PREVENTIVE/ELEVATOR MAINTENANCE, SERVICE CALLS	9,563.90
313403	Los Angeles Unified School District	2/26/2026	05/06/25 - UTILITIES & SUPPLIES - SENIOR AWARD EVENT	13.59
313404	LOS ANGELES UNIFIED SCHOOL DISTRICT	2/26/2026	10/25-12/25 - PREVENTIVE/ELEVATOR MAINTENANCE, SERVICE CALLS	3,291.66
P085641	LUIS GIRON	2/5/2026	12/25 - LANDSCAPING SERVICE	5,494.34
P086919	LUIS GIRON	2/26/2026	02/26 - LANDSCAPING SERVICE	800.00
313401	MAJOR METROPOLITAN SECURITY	2/26/2026	03/26 - MONITORING SERVICE	522.00
313397	Maria Martinez	2/20/2026	01/07/26-01/29/26 - MILEAGE	203.58
E026701	MCCALLA COMPANY	2/26/2026	TRASH BAGS, FACIAL TISSUE, TOILET PAPER, TOILET SEAT COVERS	844.20
P086925	MULTI-HEALTH SYSTEMS, INC	2/26/2026	MENTAL HEALTH FORMS & TESTS	525.00
P086215	PETER HUANG AND LORETTA HUANG	2/14/2026	01/13/26-02/11/26 - ELECTRIC CHARGES	428.14
313411	PETER HUANG AND LORETTA HUANG	2/26/2026	03/26 - RENT	4,094.50
313374	PRIMO BRANDS	2/13/2026	01/26 - WATER BOTTLED SERVICE, EQUIPMENT RENTAL	91.81
A029243	PRN NURSING CONSULTANTS, LLC	2/5/2026	12/08/25 - SPED SERVICES	240.00
A029516	PRN NURSING CONSULTANTS, LLC	2/14/2026	12/02/25 - SPED SERVICES	720.00
A029759	PRN NURSING CONSULTANTS, LLC	2/26/2026	01/14/26 - SPED SERVICES	960.00
313377	PUROSERVE	2/13/2026	02/26 - EQUIPMENT RENTALS	508.23
313385	Quadient Finance USA, Inc.	2/13/2026	LATE FEE	49.00
313380	QUADIENT, INC	2/13/2026	01/05/26-04/04/26 - POSTAGE MACHINE LEASING	83.71
313375	REPUBLIC SERVICES #902	2/13/2026	02/26 - WASTE DISPOSAL SERVICE	1,811.94
313376	RICOH USA Inc.	2/13/2026	01/20/26-02/19/26 - COPIER LEASE	5,306.53
313368	RUBEN DUENAS	2/5/2026	11/04/25-11/20/25 - MILEAGE	118.44
313410	San Fernando Valley Japanese American Community Ce	2/26/2026	03/26 - RENT	13,237.00
A029242	SCOOT EDUCATION INC.	2/5/2026	01/20/26-01/23/26 - SUBSTITUTES	7,778.00
A029640	SCOOT EDUCATION INC.	2/20/2026	02/02/26-02/06/26 - SUBSTITUTES	16,324.00
A029760	SCOOT EDUCATION INC.	2/26/2026	12/15/25-12/19/25 - SUBSTITUTES	3,323.00
313412	SFVJLI	2/26/2026	03/26 - RENT	1,875.00

Check #	Vendor Name	Date	Description	Amount
313407	SOUTHERN CALIFORNIA GAS COMPANY	2/26/2026	01/14/26-02/12/26 - GAS CHARGES	339.10
E026272	STAPLES	2/5/2026	HIGHLIGHTERS, MARKERS, BINDER CLIPS, NOTEBOOKS, ETC	861.19
E026273	STAPLES	2/5/2026	CONSTRUCTION PAPER, FILE FOLDERS	61.79
P086922	THE CENTER FOR EFFECTIVE PHILANTHROPY	2/26/2026	FY25/26 - YOUTH TRUTH STUDENT SURVEY	3,000.00
313391	Think Together	2/20/2026	INSTALLMENT #7 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
313389	THRIVEPASS, INC	2/18/2026	07/25-12/25 - FSA PAYMENT FEES	1,082.57
P086920	THRIVEPASS, INC	2/26/2026	01/26 - FSA PAYMENT	361.56
P086214	UNUM	2/14/2026	02/26 - DISABILITY PREMIUMS	1,542.14
313381	VASHON NUTT	2/13/2026	12/01/25-12/18/25 - MILEAGE	147.07
313398	VASHON NUTT	2/20/2026	01/09/26-01/30/26 - MILEAGE	245.20
A029241	WAXIE SANITARY SUPPLY	2/5/2026	PAPER TOWELS, TRASH BAGS, HAND SANITIZER, SOAP, ETC	2,355.89
313367	YOLANDA FUENTES	2/5/2026	12/15/25-01/12/26 - REFEREE FEES - BOYS & GIRLS SOCCER GAMES	1,152.00
313383	YOLANDA FUENTES	2/13/2026	01/15/26-01/30/26 - REFEREE FEES - BOYS & GIRLS SOCCER GAMES	1,718.00
				274,477.36

Coversheet

YPICS FY24-25 990 Tax Return

Section: V. Items Scheduled For Action
Item: B. YPICS FY24-25 990 Tax Return
Purpose: Vote
Submitted by:
Related Material: YPI Charter School 990 Client Draft Letter 3.16.26.pdf



CliftonLarsonAllen LLP
CLAconnect.com

March 10, 2026

YPI Charter Schools, Inc.
10660 White Oak Ave B101
Granada Hills, CA 91334
Attention: Yvette King-Berg

Dear Yvette,

Enclosed is the organization's 2024 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2026 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT

Coversheet

YPICS Audit Selection for Fiscal Year Ending June 30, 2026

Section: V. Items Scheduled For Action
Item: C. YPICS Audit Selection for Fiscal Year Ending June 30, 2026
Purpose: Vote
Submitted by:
Related Material: Statement of Work - Audit Services - Single Audit YPI.pdf



January 22, 2026

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated February 22, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and YPI Charter Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2026.

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

Scope of audit services

We will audit the financial statements of YPI Charter Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2026.

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

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

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of data collection form
- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of schedule of federal awards.
- Preparation of informational tax returns

- Preparation of adjusting journal entries, as needed.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the 2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

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

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering

the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

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

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting; however, that the audit does not provide a legal determination of the entity's compliance.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

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

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

describe it in our report.

Auditor responsibilities, procedures, and limitations

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

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

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of the entity and its environment, including the system of internal control, relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

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

- Management Override of Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may

not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

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

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

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

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

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

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

The Uniform Guidance and State Audit Guide requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state and federal statutes, regulations,

and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance and State Audit Guide.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

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

Management responsibilities

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

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

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

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

compliance and for the accuracy and completeness of that information.

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

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

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

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

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

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

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

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

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or

could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

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

Responsibilities and limitations related to nonaudit services

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

Use of financial statements

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

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

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not

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

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

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

Engagement administration and other matters

We expect to issue our reports within the regulatory time frame, unless unforeseen problems are encountered.

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

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

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

The audit documentation for this engagement is the property of CLA and constitutes confidential information. However, we may be requested to make certain audit documentation available to regulatory bodies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of CLA's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to those regulators. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

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

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

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

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

Fees

Our professional fee is \$36,300.00. We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

Audit of financial statements	\$27,100.00
Federal single audit	\$8,000.00
Data Collection Form	\$1,200.00

There is a ten percent withholding clause per Education Code 14505.

Bill to be mailed on	Amount to be billed
April 2026	\$12,100
June 2026	\$12,100
October 2026	\$12,100

Estimated fees based on the 2025-26 State Audit Guide dated July 1, 2025.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a

substantial increase in the fee estimate.

Changes in accounting and audit standards

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

Agreement

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

Sincerely,

CliftonLarsonAllen LLP

Response:

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

CLA
CliftonLarsonAllen LLP

Wade McMullen

McMullen, Wade, Prinicpal

SIGNED 2/21/2026, 8:50:08 PM PST

Client
YPI Charter Schools

SIGN:

Yvette King-Berg

DATE:

Coversheet

YPICS FY26-27 Calendar

Section: V. Items Scheduled For Action
Item: D. YPICS FY26-27 Calendar
Purpose: Vote
Submitted by:
Related Material: Board Informative 26-27 calendar (1).pdf
26-27 YPICS Teacher Calendar 194+2 (board approval).pdf
26-27 YPICS Student Calendar 180 (board approval).pdf



March 19, 2026

TO: YPICS Board of Directors
FROM: Ruben Duenas, Chief Operations Officer
SUBJECT: 26-27 School and Teacher Calendar

Background

The YPICS student and teacher calendars work around the LAUSD Calendar to minimize absenteeism by aligning to LAUSD holidays and LAUSD non instructional days, and additional (co-location) fees for BCCHS and MORCS. The proposed student calendar is 180 days. The proposed teacher calendar is 194 days. For the 26-27 school year, the teacher calendar has been reduced by 2 days and will require a temporary change to the employee handbook including making the Easter observance a school day and Cesar Chavez Day a professional development day.

Important Details

- YPICs starts school before the LAUSD and ends on the same day.
- Thanksgiving, Winter, and spring breaks align with LAUSD.
- YPICS uses LAUSD non school days as professional development days (ie. Admissions Day).
- Easter observance on Monday will be a school day.
- Cesar Chavez Day will be a professional development day.

The important dates are as follows:

Important Dates			
1st Day of School	8/10/2026	President's Day	2/15/2027
Labor Day	9/7/2026	Spring Break	3/22/27- 3/26/27
Veteran's Day	11/11/2026	Easter Observance	
Thanksgiving Break	11/23/26-11/27/26	Cesar Chavez Day	
1st Semester Ends	12/18/2026	Memorial Day	5/31/2027
Winter Break	12/21/26 to 1/8/27	Last Day of School	6/4/2027
2nd Semester Starts	1/11/2027	HS Graduation	6/3/2027
M.L. King Jr. Day	1/18/2027	MS Culmination	6/4/2027

Professional Development days are:

Professional Development Dates			
All Staff	8/3/2026	Site (Short Day)	12/18/2026
All Staff	8/4/2026	All Staff	1/8/2027
All Staff	8/5/2026	All Staff (Chavez Day)	3/31/2027
Site	8/6/2026	Site 1/2 day	6/4/2027
Site	8/7/2026	All Staff	6/7/2027
All Staff (Admissions)	9/4/2026	All Staff	6/8/2027
All Staff (Unassigned)	9/21/2026	All Staff	6/9/2027

Recommendation

Approve the proposed 180 day 26-27 student calendar and 194 day 26-27 teacher calendar as presented.

2026-27 YPICS Calendar (for Board Approval)																																																				
Student Calendar																																																				
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	Days	Sem	Sem	Wks	Short	Reg	Min	Total													
July	v	v	h	h		v	v	v	v	v			v	v	v	v	v		v	v	v	v	v			v	nt	nt	nt	nt	0	1	85		0	0	0	0	0													
August			t	t	t	t	t			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1		1	16				4	12	0	16	LAUSD starts on 12th													
September	1	1	1	t			h	1	1	1	1			1	1	1	1	1			t	1	1	1	1			1	1	1	19				3	16	0	19	TPD on admissions day (9-4-26)													
October	1	1			1	1	1	1	1			1	1	1	1	P			1	1	1	1	1			1	1	1	1	1	21				3	16	2	21	TPD on LAUSD unassigned (9-21-26)													
November		1	1	1	1	1			1	1	1	1	h	1	1	1	1	1	1	1			v	v	v	h	h			1	15				4	11	0	15														
December	1	1	1	1			1	1	1	1	1			1	1	1	1			v	v	h	h	h			v	v	v	h	14				3	11	0	14														
January	v			v	v	v	v	t			1	1	1	1	1			h	1	1	1	1			1	1	1	1		14				3	11	0	14	TPD on Friday (1-8-27)														
February	1	1	1	1	1			1	1	1	1	1			h	1	1	1	1			1	1	1	1	1				19				4	15	0	19															
March	1	1	1	1	1			1	1	1	1	P			1	1	1	1	1			v	v	v	v	v			1	1	16				3	11	2	16	Removed Monday easter observance													
April	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	22				4	18	0	22	TPD on Chavez Day (3-31-27)													
May			1	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	1		h	20				4	16	0	20														
June	1	1	1	1			t	t	t	v	v			v	v	v	v	h			v	v	v	v	v			v	v	v	4				3	0	1	4	Last day on Friday (6-4-27)													
Calendar Key																																																				
<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">1 Instructional Day</td> <td style="width: 15%;">1 CPT day</td> <td style="width: 15%;">1 Minimum Day</td> <td style="width: 15%;">v vacation</td> <td style="width: 15%;">h National Holiday</td> <td style="width: 15%;">t All Staff Training</td> <td style="width: 15%;">P All day Parent Conference</td> </tr> <tr> <td></td> <td>1 CPT day</td> <td>v YPICS Leadership Mtg</td> <td></td> <td></td> <td>t All Staff Training-Admissions Day</td> <td>1 1/2 day Parent Conference</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>nt New Staff Training</td> <td></td> </tr> </table>																																1 Instructional Day	1 CPT day	1 Minimum Day	v vacation	h National Holiday	t All Staff Training	P All day Parent Conference		1 CPT day	v YPICS Leadership Mtg			t All Staff Training-Admissions Day	1 1/2 day Parent Conference						nt New Staff Training	
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