

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday May 18, 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/86105555790>

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

Purpose Presenter Time

YPICS (or the "Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

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 6:03 PM

A. Board Committee Updates FYI Committee Chairs 5 m

1. Board Academic Committee update presented by Committee Chair Cesar Lopez
2. Board Finance Committee update presented by Committee Chair, Michael Green

	Purpose	Presenter	Time
3. Board Technology Committee update will be presented by Committee Chair, Dean Cho			

- | | | | | |
|-----------|---|---------|------------------|-----|
| 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 Director of Special Education Report | FYI | Vashon Nutt | 2 m |
| F. | YPICS Chief Operations Officer's Report | FYI | Ruben Duenas | 2 m |
| G. | YPICS Executive Director Report | FYI | Yvette King-Berg | 2 m |
| H. | Proposed 2026-27 Board Meeting Dates | Discuss | Yvette King-Berg | 5 m |

IV. Consent Agenda Items 6:25 PM

- | | | | | |
|-----------|------------|------|--|-----|
| A. | Background | Vote | | 5 m |
|-----------|------------|------|--|-----|

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

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

- | | | | | |
|-----------|--|------|------------|-----|
| B. | Consent Items | Vote | Mary Keipp | 1 m |
| | 1. Recommendation to establish Ad Hoc Committee to Nominate YPICS Board Members
2. Recommendation to approve 2026-27 UCLA Math Project coaching proposal for YPICS
3. Recommendation to approve 2026-27 iReady agreement for YPICS | | | |

V. Items Scheduled For Action 6:31 PM

	Purpose	Presenter	Time
<p>A. FY25-26 YPICS April Financials</p> <p>This is a recommendation to approve the YPICS April 2026 financials and check registers as submitted.</p>	Vote	Irina Castillo	5 m
<p>B. ExED Agreement for FY 2026-27</p> <p>This is a recommendation to approve the ExED agreement for business and CALPADS reporting services for the FY 2026-27.</p> <p>Agreement fees: All Business Services: \$314,670</p> <ul style="list-style-type: none"> • Business Services: \$271,170, which reflects a 0.0% change from 2025-26 • CALPADS Reporting: \$43,500, which reflects a 1.8% change from 2025-26 	Vote	Yvette King-Berg	2 m
<p>C. 2026-27 YPICS Declaration of Need (CL-500)</p> <p>This is a recommendation to approve the 2026-27 Declaration of Need for YPI Charter Schools.</p> <p>The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency.</p>	Vote	Yvette King-Berg	2 m

VI. Closed Session 6:40 PM

<p>A. Government Code - 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Personnel</p>	Discuss	Mary Keipp	5 m
<p>B. Government Code - 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Director</p>	Discuss	Mary Keipp	5 m
<p>C. Government Code - 54956.9(b) ANTICIPATED LITIGATION</p>	Discuss	Mary Keipp	5 m

VII. Open Session 6:55 PM

<p>A. Action Taken in Closed Session</p> <p>1. Government Code - 54857 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Personnel</p>	FYI	Mary Keipp	2 m
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	Purpose	Presenter	Time
2. Government Code - 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Director			
3. Government Code - 54956.9(b) ANTICIPATED LITIGATION			

The Board Chair will report out any action taken during Closed Session.

VIII. Announcements 6:57 PM

A. Next Board Meeting	FYI	Yvette King-Berg	2 m
The next YPICS Regular Board Meeting is scheduled for Monday, May 22, 2026.			

IX. Closing Items 6:59 PM

A. Adjourn Meeting	Vote	Mary Keipp	
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Coversheet

Approval of March 30, 2026 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of March 30, 2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on March 30, 2026

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Monday March 30, 2026 at 2:00 PM

Location

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

Join Zoom Meeting

<https://us06web.zoom.us/j/87556100409>

Meeting ID: 875 5610 0409

One tap mobile

+16699006833,,87556100409# US (San Jose)

+16694449171,,87556100409# US

Join instructions

https://us06web.zoom.us/join/87556100409?signature=7YuHsr-KWEAXeqqWGB1xLonZdUmXOUvm_xhDJCOCQZA

Board members will be calling in from:

1728 S. Vermont Ave, Los Angeles CA 90006

6934 Enfield Avenue Reseda, CA 91335

17037 Chatsworth Street, Granada Hills, California 91344

27201 Tournay Road, Suite 201, Valencia CA 91355

405 Hillgard Avenue, Los Angeles, CA 90024

Trustees Present

M. Green (remote), M. Keipp (remote), S. Mendoza (remote)

Trustees Absent

C. Lopez, D. Cho

Guests Present

J. Osorio, 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 30, 2026 at 2:30 PM.

C. Additions/Corrections to Agenda

Correction to the agenda:

Section IV. Item A. BCCHS Independent Study should read YPICS Independent Study.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. YPICS iReady Data

YPICS i-Ready Data Review

The mid-year academic review was marked by an exciting sense of accomplishment as the full board reviewed the latest data reports. The narrative revealed a trajectory of **steady, consistent growth** from the very first day of school through the mid-year mark. However, rather than falling into complacency, the board remained focused on a singular challenge: **sustainability**. With the evidence of this strong upward trend in hand, the conversation centered on how to guard against a plateau. The challenge is keeping that established momentum surging all the way to the finish line. The Board pushed for strategies to ensure that the energy fueled by these early wins translates into peak performance for the final year-end outcomes

IV. Items Scheduled For Action

A. YPICS Independent Study Policy

M. Green made a motion to approve the updated YPICS Independent Study policy.

S. Mendoza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Announcements

A. Next Board Meeting

The next Regular Board Meeting will be Monday, April 27, 2026 at the Learning and Support Center.

VI. 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 2:49 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of April 27, 2026 Regular Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of April 27, 2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on April 27, 2026

DRAFT

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday April 27, 2026 at 6:00 PM

Location

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

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

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

Trustees Present

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

Trustees Absent

S. Mendoza

Guests Present

D. Rios (remote), F. Zepeda, I. Castillo, Jennifer Obando, K. Gamez (remote), K. Myers (remote), M. Garcia, Michael Williams, Boys and Girls Club, R. Duenas, V. Nutt, Y. Fuentes (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Apr 27, 2026 at 6:07 PM.

C. Additions/Corrections to Agenda

There are no additions or corrections to the agenda.

D. Approval of March 23, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 03-23-26.

D. Cho seconded the motion.

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

Roll Call

M. Keipp Absent

S. Mendoza Absent

C. Lopez Aye

M. Green Aye

D. Cho Aye

II. Communications

A. Presentations from the Public

Michael Williams, Marketing Director of the San Fernando Valley Boys and Girls Club presented and invited the Board and community to an open house on May 29, 2026 from 5:00 PM - 7:00 PM promoting their program.

III. Items Scheduled for Information

A. Board Committee Updates

Academic Committee:

Mr. Lopez reported the next meeting will be held May 18, 2026 at 5:00 PM.

Finance Committee:

Mr. Green reported the committee met on April 7, 2026 to discuss health benefits and credit card changes. These items are being brought to the Board for action during this meeting.

Technology Committee:

Mr. Cho reported the next tech meeting will be held on May 13, 2026.

B. Bert Corona Charter School Executive Administrator's Report

Dr. Myers, Executive Administrator, presented the Bert Coron Charter School Executive Administrator's Report for the period ending April 27, 2026. He highlighted that the LAUSD Oversight Visit went well, along with the evidence of co-teaching and co-planning exemplified in many of the classrooms visited. The Board reviewed the report, and management responded to clarifying questions regarding the LAUSD Oversight Visit.

Board Chair Keipp wanted to know whether the LAUSD Specialist and team had any renewal insights regarding concerns for the renewal. The CSD Team communicated what was needed to proceed and strongly encouraged the school to ask as many questions as possible to begin the process ahead of charter submission. The report was accepted as presented

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

Mr. Zepeda, Monsenor Oscar Romero Charter Middle School Executive Administrator, presented the Monsenor Oscar Romero Charter Middle School Executive Administrator's Report for the period ending April 27, 2026. The Board reviewed the report, and management responded to clarifying questions regarding the outstanding student growth on the iReady diagnostic results in Reading and Mathematics. All grade levels made significant growth. Mr. Zepeda also shared that the school is spotlighting a group of 8th-grade students enrolled in the film program, who recently traveled to Galena, Illinois, to showcase their original film at the Julien Dubuque International Film Festival. Students showcased their work on a National Stage. The report was accepted as presented.

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

Mr. M. Garcia, Executive Administrator of Bert Corona Charter High School, presented the Bert Corona Charter High School Executive Administrator for the period ending April 27, 2026. The Board reviewed the report, and management responded to clarifying

questions regarding the LAUSD Oversight visit from the previous Monday. The CSD noted evidence of standards-based grading in the majority of classrooms. The high school's verifiable data is good. The Team acknowledged and celebrated the significant improvement in the SPED Program data, which was tracked and delivered on time. Mr. Garcia noted that they did recognize compliance with SPED regarding the notice to cure. The report was accepted as presented.

E. YPICS Director of Special Education Report

Mr. Nutt, YPICS Director of Special Education, presented the Director of Special Education Board Report for the period ending April 27, 2026. The Board reviewed the report, and management responded to clarifying questions regarding The Two LAUSD Sight Visits and the improved compliance reports month over month since November 2026. The report was accepted as presented.

F. YPICS Chief Operations Officer's Report

Mr. Duenas, YPICS Chief Operations Officer, presented the YPICS Chief Operations Officer's Board Report for the period ending April 27, 2026. The Board reviewed the report, and management responded to clarifying questions regarding the CYBHI, ELOP, the Community Schools programs, and the draft 26-27 budget forecasts. The report was accepted as presented.

G. YPICS Executive Director Report

Executive Director King-Berg presented the YPICS Executive Director's Board Report for the period ending April 27, 2026. The Board reviewed the report, and management responded to clarifying questions regarding the Special Education Self-Study and the LAUSD Teacher Strike/contract negotiations, and the need to wait for the May revise before considering adding additional financial obligations to the already strained YPICS budgets. YPICS is committed to providing increases and has always done so, while keeping a conservative eye on balancing budgets. Small organizations do not enjoy the safety net of state bailouts. The report was accepted as presented.

H. Children and Youth Behavioral Health Initiative (CYBHI) Implementation

YPI Charter Schools is participating in California's Children and Youth Behavioral Health Initiative (CYBHI), a statewide effort to expand access to school-based mental health services and establish sustainable funding mechanisms through Medi-Cal reimbursement.

As part of this initiative, YPICS has joined the LACOE Billing Consortium and is actively developing the internal systems, staffing structures, and compliance processes necessary to participate in CYBHI Fee Schedule billing. This approach allows YPICS to expand student access to mental health supports while maintaining compliance.

IV. Items Scheduled For Action

A. FY25-26 YPICS March Financials

C. Lopez made a motion to approve the YPICS March 2026 financials and check registers as submitted.

M. Green seconded the motion.

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

Roll Call

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

B. YPICS Fiscal Policy Updates

C. Lopez made a motion to approve the recommended changes to the YPICS Fiscal Policies and Procedures.

M. Green seconded the motion.

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

Roll Call

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

C. YPICS 2026-2027 Health Benefit Plans

C. Lopez made a motion to approve Kaiser, Delta Dental, DeltaVision, Unum group life & hospital, and ThrivePass FSA/HRA plans for the 2026-27 fiscal year.

M. Green seconded the motion.

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

Roll Call

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

D. YPICS Credit Card Changes

M. Green made a motion to approve removing the Senior Director of Community Schools credit card from the credit card list, closing out Karina Favela's credit card and opening a credit card for Yesenia Marchell, Coordinator of Accounts Payable in the amount of \$10,000 to be used for YPICS travel and conference expenses.

D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Closed Session

A. Government Code - 54956.9(b) ANTICIPATED LITIGATION

The Board moved into Closed Session at 7:28 PM.

VI. Open Session

A. Action Taken in Closed Session

The Board reconvened Open Session at 7:44 PM.

No action was taken in Closed Session.

VII. Announcements

A. Next Board Meeting

The next board meeting will be Monday, May 18, 2026 at the YPICS Learning and Support Center.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:45 PM.

Respectfully Submitted,
Y. Zubia

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: 25-26 BCCS EA BoD Report (May 18).pdf



Board Report Dr. Kevin Myers, Executive Administrator May 18, 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.

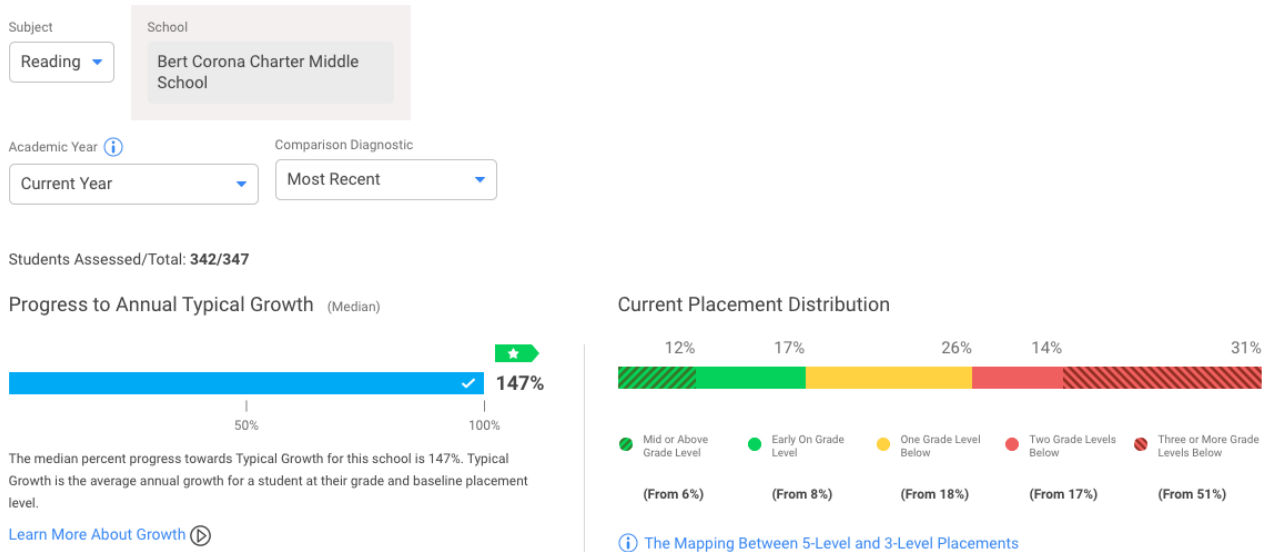
Instruction & Performance Data

Last week, we were able to finalize our iReady testing. Our students (and teachers) did a great job and demonstrated great growth from the beginning of the year to the end.

READING- IREADY

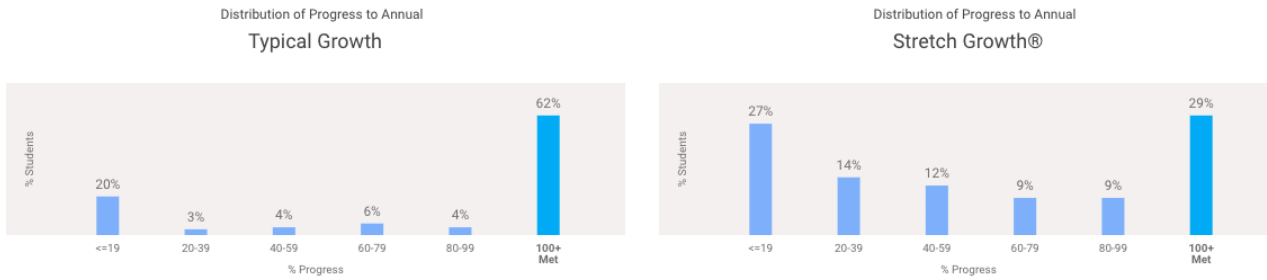
In reading, we achieved 147% typical growth median, with 62% of students meeting their typical growth. While we performed well across the school, our 7th graders stood out with 197% typical growth and 68% of students meeting their typical. Moreover, our other student groups, including students with disabilities, English Learners, and socioeconomically disadvantaged, all performed well; English Learners even outpaced the growth of the general population!

Overall Performance and Growth (Reading)





Typical and Stretch Growth (Reading)



Grade Level Comparison (Reading)

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	84%	50%	36%	17%	50%	6/6
Grade 6	157%	70%	62%	35%	67%	115/115
Grade 7	197%	68%	71%	30%	71%	112/115
Grade 8	83%	50%	28%	21%	45%	109/111

English Learner Growth (Reading)

English Learner	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Yes - English Learner	159%	71%	60%	34%	68%	62/65
No - English Learner	144%	60%	50%	28%	59%	276/277
Not Reported	167%	75%	59%	25%	75%	4/5



Special Education Growth (Reading)

Choose to Show Results By		+ Add secondary demographic to show results by				Showing 2 of 2		
Special Education		Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total	
All		Progress (Median)	% Met	Progress (Median)	% Met			
Yes - Special Education		126%	59%		46%	25%	65%	81/83
Not Reported		156%	63%		52%	30%	60%	261/264

Socioeconomically Disadvantaged Growth (Reading)

Choose to Show Results By		+ Add secondary demographic to show results by				Showing 2 of 2		
Economically Disadvant...		Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total	
All		Progress (Median)	% Met	Progress (Median)	% Met			
Yes - Economically Disadvantaged		143%	63%		51%	29%	62%	238/241
Not Reported		156%	62%		52%	29%	60%	104/106



MATH- IREADY

For math, our school also met our goals for all student groups. As a school, we achieved 100% typical growth, and 52% of students met their typical growth. Additionally, all of our student subgroups, including English Learners, students with special needs, and socioeconomically disadvantaged students, exceeded their typical growth goals as a group. Students with special needs showed especially strong growth in math, achieving 146% typical growth!

Our 6th graders were an interesting group in terms of math performance: although they only achieved 87% of their typical growth, 24% of them ended the year at grade level (up from 9% at the beginning of the year). That is, while their typical growth median was lower, they did achieve a high level of proficiency. My hope is that this translates into higher scores on our CAASPP assessment!

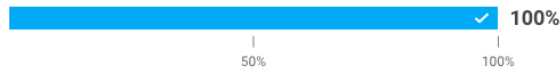
Overall Performance and Growth (Math)

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

Academic Year: **Current Year** | Comparison Diagnostic: **Most Recent**

Students Assessed/Total: **343/347**

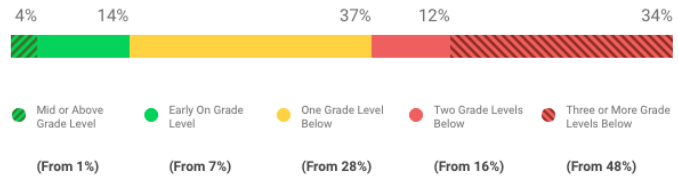
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

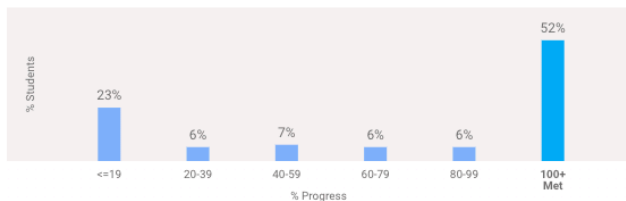
Current Placement Distribution



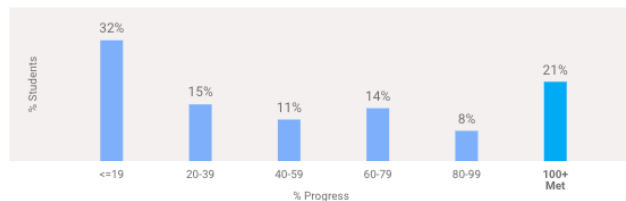
[The Mapping Between 5-Level and 3-Level Placements](#)

Typical and Stretch Growth (Math)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth





Grade Level Comparison (Math)

Choose to Show Results By		+ Add secondary demographic to show results by				Showing 4 of 4	
Grade		Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
Grade		Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade 5		103%	50%		17%	67%	6/6
Grade 6		87%	47%		12%	55%	115/115
Grade 7		117%	58%		26%	62%	113/115
Grade 8		100%	50%		25%	56%	109/111

English Learner Growth (Math)

Choose to Show Results By		+ Add secondary demographic to show results by				Showing 3 of 3	
English Learner		Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
All		Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Yes - English Learner		104%	52%		16%	65%	62/65
No - English Learner		100%	51%		21%	56%	276/277
Not Reported		223%	80%		40%	80%	5/5

Special Education Growth (Math)

Choose to Show Results By		+ Add secondary demographic to show results by				Showing 2 of 2	
Special Education		Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
All		Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Yes - Special Education		146%	58%		27%	63%	81/83
Not Reported		97%	50%		19%	56%	262/264



Socioeconomically Disadvantaged Growth (Math)

Choose to Show Results By		+ Add secondary demographic to show results by				Showing 2 of 2	
Economically Disadvant...		Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
All	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙			
Yes - Economically Disadvantaged	104%	53%	48%	21%	60%	238/241	
Not Reported	86%	49%	39%	21%	52%	105/106	

Prior to the assessments, we set goals for our students and aligned growth and performance with incentives. Our students will be going on trips, getting ice cream celebrations and pizza parties. They will also have the opportunity to pie a staff member in the face if they hit their typical growth (this is always a favorite that students request as an incentive!). We are excited about celebrating with our kids and teachers!

The week of May 11th, we started our CAASPP testing. We look forward to our state assessment results being as strong as our iReady scores!

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 May 18, 2026.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

May 18, 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.

As we approach the conclusion of the 2025–2026 school year, this board report provides an overview of student academic growth and progress at MORCS, with a focus on English Learner achievement and overall student performance in iReady Reading and Mathematics.

Using the recently released student ELPAC score file and i-Ready growth reports, this report highlights the progress students have made throughout the year across multiple indicators. Our preliminary ELPAC analysis reflects significant gains in English language development, including the highest percentage of students achieving Level 4 proficiency in school history, as well as projected growth in our English Learner Progress Indicator (ELPI). While official state accountability calculations will be released later this calendar year, the student-level data provides a strong early indication of continued improvement and student advancement toward English proficiency and reclassification readiness.

Additionally, i-Ready growth reports provide valuable insight into student achievement across grade levels, student groups, and schoolwide performance in both Reading and Mathematics. These reports help us measure yearlong academic growth, identify instructional successes, and determine areas where continued support and intervention are needed to ensure all students are meeting their academic goals.

Together, these data points reflect the impact of intentional instruction, targeted interventions, collaborative planning, and strong student support systems. This report serves as both a reflection of the progress made this year and a guide for continued improvement as we work to ensure every student is equipped for long-term academic success.



Instruction

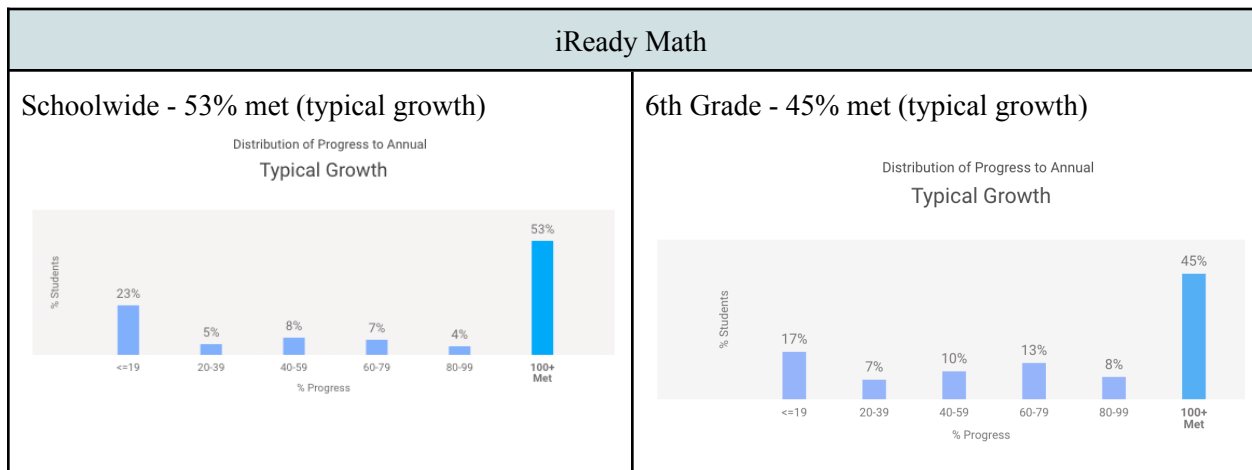
We are proud to share strong indicators of student growth from our most recent i-Ready diagnostic assessments in both Mathematics and Reading. These results reflect the collective efforts of our staff to focus on targeted instruction, intervention, and student motivation.

In Mathematics, 53% of students schoolwide met their typical growth goals. Notably, 60% of English Learners and 63% of Students with Disabilities met their growth targets, demonstrating meaningful progress among key student groups. When looking at placement movement, 49% of 6th grade students, 63% of 7th grade students, and 51% of 8th grade students improved by at least one placement level.

In Reading, outcomes were even stronger, with 62% of students schoolwide meeting their typical growth goals. English Learners also met this benchmark at 71%, while Students with Disabilities exceeded it at 73%. Placement level growth was evident across all grade levels, with 56% of 6th graders, 59% of 7th graders, and 65% of 8th graders improving by at least one level.

These results are especially encouraging as they reflect not only academic progress but also the effectiveness of our schoolwide focus on literacy development. Intentional efforts to celebrate student growth and provide incentives across grade levels have contributed positively to student motivation and performance, particularly in Reading.

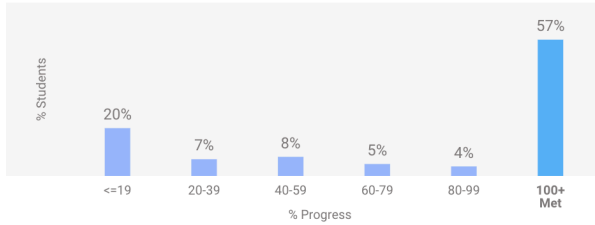
We are hopeful that this will translate to growth in student achievement for the CAASPP test, which our students are currently working on finalizing for the year.





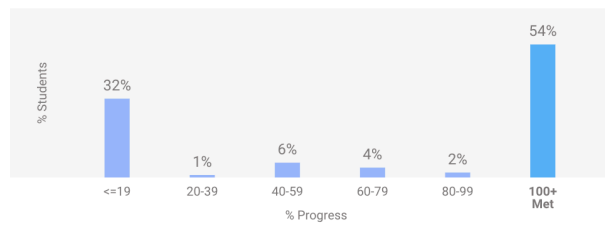
7th Grade - 57% met (typical growth)

Distribution of Progress to Annual Typical Growth



8th Grade - 54% met (typical growth)

Distribution of Progress to Annual Typical Growth



English Learners - 60% met (typical growth)

	Annual Typical Growth ⓘ	
	Progress (Median) ⌵	% Met ⌵
Yes - English Learner	142%	60%
No - English Learner	100%	51%

SWD - 63% met (typical growth)

	Annual Typical Growth ⓘ	
	Progress (Median) ⌵	% Met ⌵
Yes - Special Education	185%	63%

Stretch Goal: 6th - 18%; 7th - 27%; 8th - 21%

Students with improved placement: 6th - 49%; 7th - 63%; 8th - 51%

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 6	86%	45%	44%	18%	49%
Grade 7	123%	57%	58%	27%	63%
Grade 8	111%	54%	45%	21%	51%



iReady Reading																													
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ELPAC data analysis

We have received the student ELPAC score file released on May 14th and, while official state calculations for accountability indicators such as the English Learner Progress Indicator (ELPI) will be released later this calendar year, our internal review of the student-level data shows strong and encouraging progress for MORCS.

Out of 92 students who participated in the ELPAC assessment, 29 students achieved a Level 4, representing 31% of our English Learner population. This is the highest percentage of students reaching Level 4 that MORCS has seen to date and reflects meaningful growth in our efforts to support English Learners in reaching proficiency.

This achievement highlights the impact of intentional instructional systems and supports implemented across the school, including designated and integrated ELD instruction, targeted intervention, the use of Ellevation professional development, advisory supports, and collaborative teacher planning centered on language development and academic achievement.

In addition, based on our internal analysis of the student score file, we project positive growth in our English Learner Progress Indicator (ELPI). Currently, approximately 61.4% of students are showing progress toward English proficiency, representing an estimated 13% increase from the previous year. While these figures are preliminary and subject to official state calculations, they strongly suggest that more students are making measurable gains in language acquisition and progressing toward reclassification readiness.

These results are an encouraging reflection of the collective work of our teachers, students, and families. While we await the final accountability release later this year, we are proud of the progress reflected in the student score file and remain committed to building on this momentum by strengthening instructional practices, monitoring student growth closely, and ensuring all students receive the support necessary for academic and linguistic success.

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: BCCHS Board Meeting 5_18_26.pdf



BERTCORONA CHARTER HIGH SCHOOL

Board Report

Max Garcia, Executive Administrator

May 18, 2026

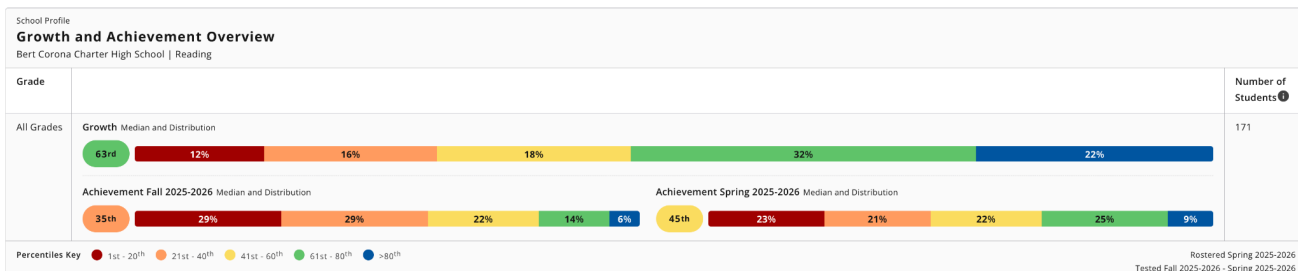
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Academics

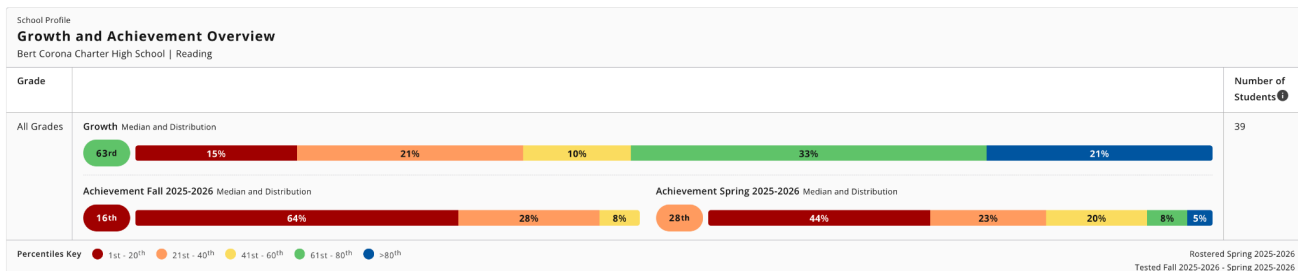
NWEA Maps Spring Assessment Math/Reading

The NWEA MAP Reading results for Bert Corona Charter High School from Fall to Spring 2025-2026 demonstrate a strong upward trend in student achievement across all key subgroups. The general student population achieved a robust median growth percentile of 63rd, elevating the school's median achievement from the 35th percentile in the Fall to the 45th percentile by Spring. English Learners (ELs) showed equally significant progress, also posting a median growth percentile of 63rd and nearly doubling their achievement from the 16th to the 28th percentile. This positive trajectory extended to students with an Individualized Education Plan (IEP), who reached an overall growth median of the 59th percentile. Notable grade-level performance was seen in Grade 12, where students with an IEP achieved a high growth median of the 73rd percentile, while Grade 9 followed with a solid 60th percentile. These collective results highlight a high-growth environment in which specialized support for EL and IEP populations effectively closes achievement gaps and drives academic excellence.

General Student Population



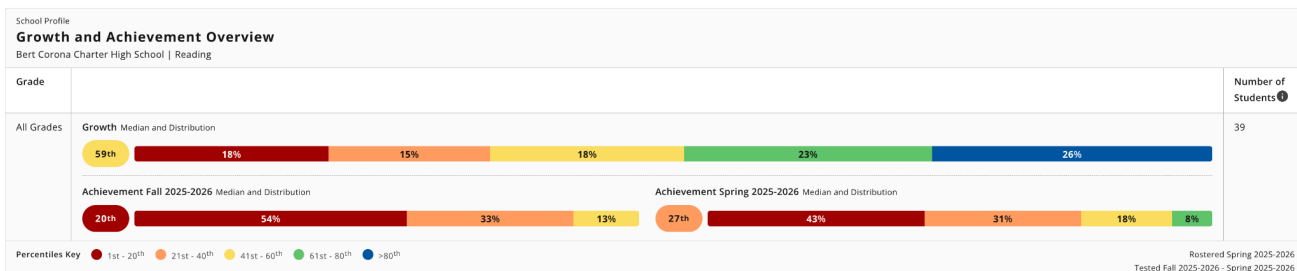
English Language Learners





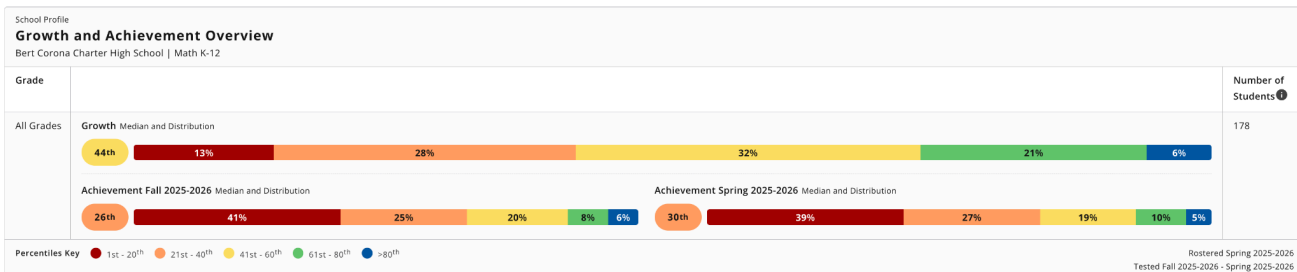
BERTCORONA CHARTER HIGH SCHOOL

Students with an IEP

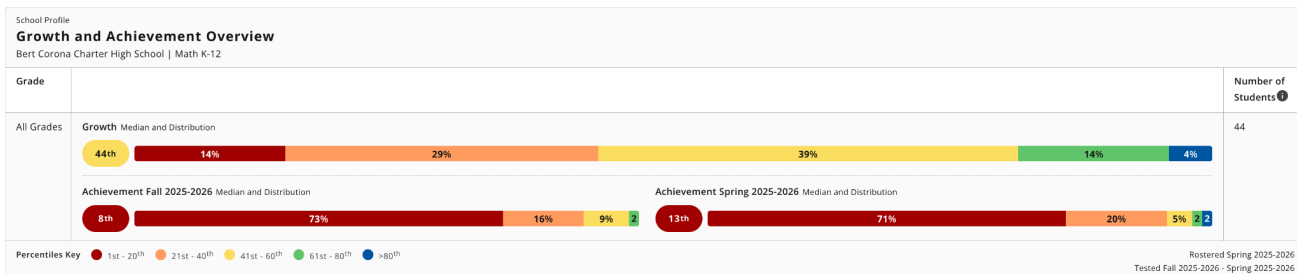


The NWEA MAP Math results indicate a steady upward trend in achievement across the student body. For the general population, the school achieved a median growth percentile of 44th, which successfully shifted median achievement from the 26th percentile in the Fall to the 30th percentile by Spring. This progress was notably led by the 9th-grade cohort, which posted a median growth percentile of 52nd and improved its achievement from the 14th to the 22nd percentile. English Learners (ELs) demonstrated a similar growth trajectory with a median growth percentile of 44th, resulting in an achievement increase from the 8th to the 13th percentile. Additionally, students with an Individualized Education Plan (IEP) achieved a median growth percentile of 38th, which moved their median achievement from the 13th percentile in the Fall to the 15th percentile by Spring. These results reflect a consistent commitment to academic advancement, particularly in the foundational high school years, as the school continues to work to narrow achievement gaps in mathematics.

General Student Population



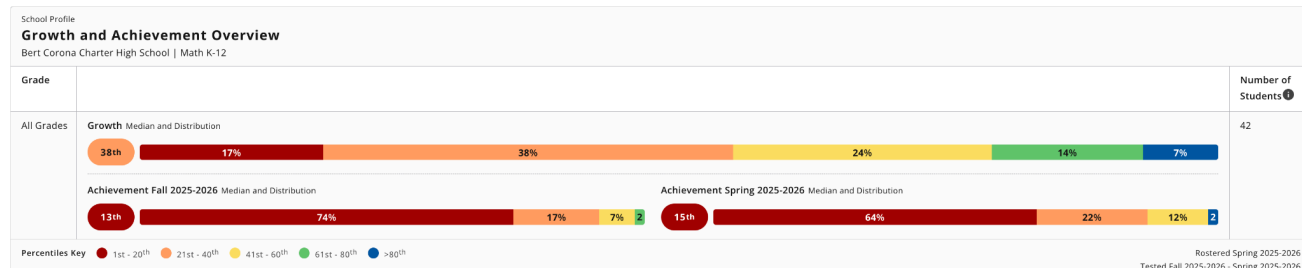
English Language Learners





BERTCORONA
CHARTER HIGH SCHOOL

Students with an IEP



College & Career

Senior Awards Night - May 28, 2026

BCCHS will host its annual Senior Awards Night on Wednesday, May 28, 2026, at 6:00 PM in the Multi-Purpose Room. The evening will begin with a dinner for students and their families, followed by a formal awards program. The program will recognize students earning Silver Honor Roll (GPA 3.0–3.49) and Gold Honor Roll (GPA 3.5 and above), present Varsity Letter awards for athletic achievement, and announce the class, Valedictorian, and Salutatorian. The highlight of the evening will be a celebration of each senior's postsecondary plans, including university commitments and other post-graduation pathways. This event serves as a meaningful opportunity to honor the accomplishments of the graduating class and express gratitude to the families who supported them throughout their academic journey.

School Culture and Climate

Senior Beach Day

The BCCHS senior class recently participated in a beach day excursion, an end-of-year celebration that recognizes student achievement and fosters lasting camaraderie among graduating students. Transportation Sponsorship: This event was made possible in part through the generous donation of transportation by Councilwoman Emelda Padilla. Her contribution ensured that all senior students could participate in the excursion at no cost to the district. The board is encouraged to recognize Councilwoman Padilla's continued commitment to supporting the students and families of this community. Event Highlights: Students enjoyed a full day of activities at the beach, including access to food and refreshments, creating a festive, celebratory atmosphere. The event provided seniors with a meaningful opportunity to bond with peers, reflect on their academic journey, and celebrate their upcoming graduation. Community Impact: Events such as this one reinforce the strong partnership between our school community and local leadership. Councilwoman Padilla's sponsorship exemplifies the type of community investment that directly benefits our students and enriches their educational experience. BCCHS Senior Beach Day was a tremendous success. Students departed with full hearts, cherished memories, and a renewed sense of school pride. The administration wishes to formally acknowledge and thank Councilwoman Emelda Padilla for her generosity and dedication to our students' well-being.

Operations

Enrollment Profile: May 15, 2026

Total: 198

Community Schools

San Fernando Valley Partnership - City Council Presentation

Student Civic Engagement: Angel Arciniega, Junior

Junior Angel Arciniega represented Bert Corona Charter High School at Los Angeles City Hall, where he advocated alongside





BERTCORONA CHARTER HIGH SCHOOL

Councilmember Imelda Padilla and community leaders for legislation banning the sale of nitrous oxide near schools. The LA City Council unanimously passed the motion. Angel was moved to act after observing nitrous oxide canisters being sold directly across the street from our campus, which is co-located with a middle school, and witnessing the product's impact on peers. He spoke to local news media, citing student accounts of difficulty stopping use and the confirmed medical risks, including loss of consciousness and potential fatality.

Key Highlights:

Student-initiated civic action resulted in unanimous City Council vote

- Angel engaged elected officials, media, and community stakeholders
- Effort aligns with the broader California legislative movement to restrict sales of these products
- Demonstrates the school's mission to develop informed, engaged citizens

This moment reflects our commitment to education beyond the classroom. Angel identified a community problem, educated himself, and took meaningful action, embodying the school's values and the definition of active citizenship.

LAUSD Board Meeting Presentation

Yolanda Fuentes – Administrator and Parent

- Personal testimony from both a staff and a parent perspective: Fuentes spoke from dual perspectives, offering credibility as someone who chose Bert Corona for her own children and now works there professionally.
- Long-term student outcomes: Her eldest daughter, who attended over 15 years ago, is now successfully completing her third year at Cal State Fullerton — a direct testament to the school's academic preparation.
- Support for students with special needs: Two of her children have special needs, and she highlighted the SPED department's proactive, individualized approach — including coordinating with elementary teachers to tailor instruction from an early age.
- School as a community pillar: She repeatedly emphasized that Bert Corona functions as more than a school, providing family support and a sense of belonging, particularly for households facing hardship.
- College access and aspiration-building: The middle school's college visit program expanded her son's ambitions beyond local options — he is now aiming for UC Santa Cruz.



John Oviedo – Senior Student

- Sense of belonging: He credited Bert Corona Middle School with fostering a sense of community and identity at a time when he was still finding his place.
- Personalized attention from staff: Named specific educators — Principal Mr. Garcia and AP Biology teacher Mr. Rothly — who invested in him individually, illustrating the school's culture of accessibility and mentorship.
- Development of self-advocacy: Beyond academics, he highlighted how the school helped him find his voice and develop life skills not typically taught in the classroom.
- Concrete academic achievement: He will attend UC Davis in the fall to study Environmental Toxicology — a direct outcome he attributes to the school's influence and encouragement.
- Call to the board: He closed with a direct appeal for continued investment in schools that provide this type of holistic, student-centered education.

Both speakers reinforced a consistent theme: Bert Corona's value lies not just in academic outcomes, but in its role as a supportive, personalized community that meets students where they are and elevates their long-term aspirations.

Coversheet

YPICS Director of Special Education Report

Section: III. Items Scheduled for Information
Item: E. YPICS Director of Special Education Report
Purpose: FYI
Submitted by:
Related Material: YPICS SPED Director Report 5_18_2026.pdf



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

Submitted by: Vashon Nutt

May 18, 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 serve their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to succeed in high school and beyond.

This report contains information regarding Compliance, Staffing, and Special Education Highlights across one or more YPI Charter Schools.

COMPLIANCE

Site-Based Compliance by School Site

The chart below illustrates the number of students on each teacher’s caseload. California Ed Code states that Resource Specialist Teacher caseloads must not exceed 28 students.

Current Caseloads					
BCCS		BCCHS		MORCS	
Teacher	Caseload	Teacher	Caseload	Teacher	Caseload
A.N.	26	S.A	5	L.G.	18
S.P.	25	J.M.	28	C.M.	17
O.R.	24	J.P.	28		
S.A.	8				
Total	83		61		35
BCCS Average	20.75	BCCHS Average	20.33	MORCS Average	17.50

The chart below illustrates the number of IEPs overdue and the school site's service delivery. The Goal is to have zero overdue IEPs and to deliver at least 80% of all services at 90% or higher of the target minutes.

May	IEP and Service Compliance							
	School	Overdue IEPs	Tiers 1-2 90% - 100% Service Delivery	% Tiers 1-2	Tier 3 80% - 89% Service Delivery	% Tier 3	Tiers 4-6 0% - 70% Service Delivery	% Tiers 4-6
	BCCS	0	111	65.7%	49	29.0%	8	4.7%
	BCCHS	0	102	98.1%	2	1.9%	0	0.0%
	MORCS	0	41	59.4%	26	37.7%	2	2.9%

April	IEP and Service Compliance							
	School	Overdue IEPs	Tiers 1-2 90% - 100% Service Delivery	% Tiers 1-2	Tier 3 80% - 89% Service Delivery	% Tier 3	Tiers 4-6 0% - 70% Service Delivery	% Tiers 4-6
	BCCS	0	121	72.9%	37	22.3%	8	4.8%
	BCCHS	1	100	97.1%	4	3.9%	1	1.0%
	MORCS	1	35	51.5%	30	44.1%	3	4.4%

Key:

	School complies with the requirement to conduct timely IEPs and deliver services. No remedy needed.
	Potential compliance issues. Service delivery below Tier 3 would be grounds for corrective action per the District Validation Review (DVR). Typically easy to remedy.
	Potential compliance issues. Service delivery below Tier 4 would result in a "lack of service provision" letter from the district during the Benchmark periods. More difficult to remedy.

Comparison of May Data vs April Data

Comparing and analyzing IEP and Service Compliance data for April and March reveals that YPICS special education department is performing exceptionally well, with nearly every student receiving the majority of their mandated support.

The detailed comparison, including the change from March to April, is provided below:

Summary of Key Changes

- **Overdue IEPs:** Significant improvement across the board. Both BCCHS and MORCS cleared their overdue IEPs, bringing all three schools to zero overdue IEPs in May (at the time of this report).
- **BCCHS & MORCS Improvement:** Both schools saw an increase in top-tier compliance (Tiers 1-2) and a decrease in the lowest-performing tiers.
- **BCCS Trend:** BCCS saw a notable shift, with a 7.2% decrease in top-tier compliance and an increase in Tier 3 service delivery, which is still appropriate service delivery.

School-by-School Comparison

1. BCCS

- **Tiers 1-2 (90-100%):** Performance **decreased** from 72.9% to 65.7%.
- **Tier 3 (80-89%):** Increased from 22.3% to 29.0%.
- **Tiers 4-6 (0-70%):** Remained nearly flat, moving from 4.8% to 4.7%.
- **Next Steps:** Address the few student services that fall into tiers 4-6. Look for ways to increase service delivery for those in Tier 3.

2. BCCHS

- **Overdue IEPs:** Improved from 1 to 0.
- **Tiers 1-2 (90-100%):** Performance **improved** from 97.1% to 98.1%.
- **Tier 3 (80-89%):** Decreased from 3.9% to 1.9%.
- **Tiers 4-6 (0-70%):** Improved to 0.0% compliance in this low range.
- **Next Steps:** This remains the highest-performing school, showing steady improvement and reaching 0% in the lowest compliance tiers. Continue to focus on consistent service documentation and IEP meeting timeline compliance.

3. MORCS

- **Overdue IEPs:** Improved from 1 to 0.
- **Tiers 1-2 (90-100%):** Performance **improved significantly** from 51.5% to 59.4%.
- **Tier 3 (80-89%):** Decreased from 44.1% to 37.7%.
- **Tiers 4-6 (0-70%):** Improved from 4.4% to 2.9%.
- **Next Steps:** While still having the lowest percentage in Tiers 1-2, MORCS showed the most substantial growth month-over-month. Continue to focus on consistent service documentation and IEP meeting timeline compliance.

Compliance Highlights

Both BCCS and MORCS have participated in LAUSD oversight visits since the submission of my previous Board of Directors Report. The visiting team commended the schools for having sound practices and overall compliance as it relates to service delivery and IEP timelines.

The primary goal for compliance monitoring 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)**.

Next Steps for Compliance Improvement

1. Reiterate that service tracking must be completed weekly. Students in Tier 3 are the result of a lapse in service documentation, not a failure to provide service.

25-26 COMPLIANCE MONITORING

- **BCCS CDE Compliance Monitoring - Student Record Review**
 - **Due June 30, 2026**
- **BCCHS CDE Compliance Monitoring - Student Record Review**
 - **Due June 30, 2026**

**The Director of Special Education conducts special education compliance monitoring in coordination with school site leads and Coordinators of Instruction.*

Coversheet

YPICS Executive Director Report

Section: III. Items Scheduled for Information
Item: G. YPICS Executive Director Report
Purpose: FYI
Submitted by:
Related Material: ED_Report_May_2026_.pdf
YPICS Debrief Summary.pdf
diagnostic-growth_reading_all-schools_05152026.pdf
diagnostic-growth_math_all-schools_05152026.pdf
JobAid-CreditableServiceChecklist (1).pdf
ED2026-01CharterCreditableService.pdf



EXECUTIVE DIRECTOR'S REPORT

May 18, 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.

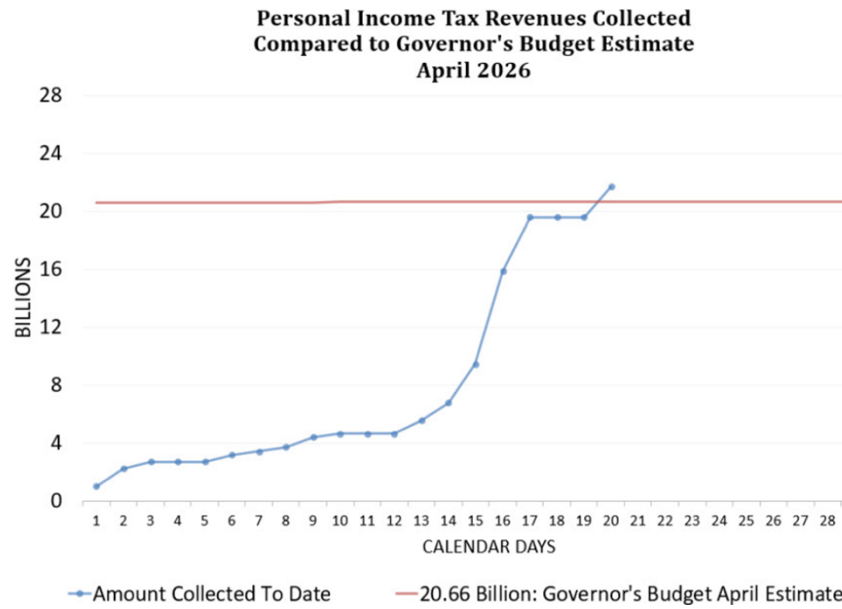
State

April Tax Revenues Exceeded Projections

From School Services of California

Posted April 22, 2026

The State Controller's Office, via its daily income tax collection tracker, is reporting that personal income tax receipts through April 20 total \$21.70 billion, exceeding the Administration's April 2026 projection of \$20.66 billion. The final days of April are unlikely to yield significant tax collections, but it is promising that the month's projections have already been met.



Source: State Controller’s Office website as of April 22, 2026

The current-year projections of \$20.66 billion exceed the April 2025 tax collections by more than \$3 billion. However, the catalyst for the increase is largely due to last year’s extension of the 2024 tax deadline for Los Angeles County residents from April 2025 to October 2025. The collection of those deferred tax receipts was attributed to October 2025 rather than April 2025.

State and local educational agencies are only weeks away from the enactment and adoption of their 2026-27 budgets, respectively. While the state revenue projections for 2025-26 are positive, the fiscal health of the state is much more precarious for the 2026-27 fiscal year and beyond. The 2025-26 Enacted State Budget included a Proposition 98 settle up of \$1.9 billion. While the 2026-27 Governor’s Budget released in January proposes to fully appropriate the \$1.9 billion, it creates a new settle up of \$5.6 billion in 2026-27. Although the tax receipts for the 2025-26 year are trending above projections, the settle-up was used to provide relief to the non-Proposition 98 side of the State Budget.

The Senate Democrats released their plan for the 2026-27 budget as reported in the April 2026 Fiscal Report article “Senate Democrats Release Budget Plan,” which proposed to replace the settle-up maneuver with a \$5.9 billion appropriation to the Proposition 98 Rainy Day Fund, and a \$5.7 billion allocation for one-time purposes to be determined through the budget subcommittee process. We wait with bated breath to see how the Governor plans to address the increased Proposition 98 commitment, and whether he continues to rely heavily on the settle-up maneuver or appropriate the funds to education in alignment with the Senate Democrats.

CalSTRS Guidance Regarding Charter Management Organizations (CMOs) ([Back to Top](#))

The Board should be aware that CalSTRS has recently issued updated guidance regarding how charter schools and Charter Management Organizations (CMOs) report and allocate CalSTRS-covered employees and retirement contributions. While there is not a new law prohibiting CMOs from centrally managing payroll or employing shared staff, CalSTRS is increasing its expectation that retirement reporting and contribution allocations be tied to each individual charter school site or reporting entity.

Key points include:

- Employees serving multiple charter schools may need to have their compensation and service allocations reported separately for each school they serve.
- CalSTRS is emphasizing school-specific reporting tied to each charter school's CDS code and employer reporting unit.
- Shared staff (such as executives, instructional coaches, specialists, psychologists, and centralized support personnel) may require clearer allocation methodologies and documentation across schools.
- CMOs & Networks may continue centralized payroll and operational structures; however, CalSTRS is signaling greater scrutiny of pooled or umbrella reporting practices that do not distinguish services provided to individual charter schools.

This guidance appears to be connected to broader governmental plan compliance requirements and CalSTRS' efforts to ensure that charter school retirement reporting aligns with state and federal retirement system rules. At this time, the practical impact for multi-school charter organizations is primarily operational and compliance-oriented including the following:

- payroll allocation practices,
- employment agreements,
- STRS reporting procedures,
- shared services structures, and
- documentation supporting employee assignments across school sites.
- Employment agreements
- Articles of incorporation (dissolution clause)
- Potential for Material Revisions

The CEO and COO have contacted an attorney (*Paul Minney - YMC*) to review our protocols. We will continue monitoring guidance from CalSTRS and legal counsel to ensure ongoing compliance. See the [attached article](#) on February 6, 2026 from CalSTRS.

Next Steps:

By 6/30/26: [Schools in CalSTRS submit completed Form](#)

By 1/31/27: Schools comply with publicly available written contractual agreements requirements

On April 23, 2026, AB 2519 (McKinnor), a bill that will provide a critical legislative fix to resolving the unintended consequences to charter school administrator's CalSTRS eligibility from AB 1997, passed out of the Assembly Public Employment and Retirement Committee. The bill passed 7-0, with no opposition, and is now headed the Assembly Appropriations Committee.

YPICS

YPICS i-Ready Personalized Instruction

Progress monitoring of student outcomes allows educators and leaders to assess whether students are mastering the essential standards. It provides insights into individual and group learning trajectories, providing time to adjust instructional strategies as needed. Data from progress monitoring informs decision-making at various levels, including school-wide policies, resource allocation, and professional development priorities. It ensures that decisions are based on evidence of student performance and needs.

In both Reading and Mathematics, students who use i-Ready experience, on average, greater learning gains than students who do not use i-Ready. During a large-scale study during the 2018-2019 school year, a sample size of over 700,000 students showed students who met their i-Ready rates experienced 50% more gains in ELA and 31% more gains in mathematics.

All YPICS students will work to attain an i-Ready Personalized Instruction usage rate of 30-49 minutes per subject (ELA and Math) per week with a pass rate of at least 70%. Teachers are expected to incorporate this time within their weekly schedules. Coordinators of Instruction are expected to monitor data on a weekly basis to review usage rates and lesson pass rate. It is encouraged to provide student incentives for those meeting usage and/or pass rates. Thank you to the YPICS Executive Administrators for their continued hard work in supporting the Coordinators of Instruction to ensure consistent and frequent stakeholder communication.

Thank you to the YPICS educators and Administrators for prioritizing frequent and consistent use of i-Ready Personalized Instruction.

Instructional Performance

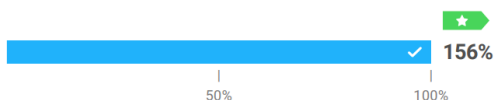
Diagnostic Growth



School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Comparison Diagnostic	Diagnostic EOY

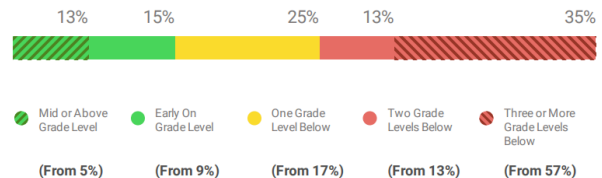
Students Assessed/Total: 614/628

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 156%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



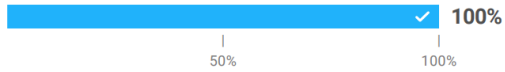
Diagnostic Growth



School	All Schools
Subject	Math
Academic Year	2025 - 2026
Comparison Diagnostic	Diagnostic EOY

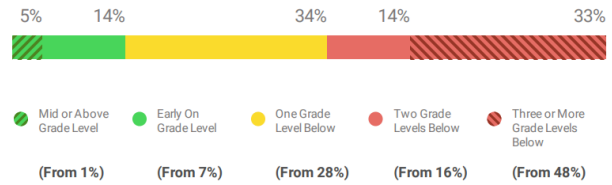
Students Assessed/Total: **614/628**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Our latest student performance data indicates that growth has significantly **outpaced i-Ready’s typical year-over-year benchmarks**. This accelerated progress is a direct result of our strategic alignment with key partners—including the **UCLA Math Project, LACOE, and Thinking Nation**—and our unwavering commitment to providing every student with daily access to rigorous, grade-level work and assignments.

This achievement is a **cause for celebration** and a testament to the dedication of our **teachers, coordinators of instruction, lead teachers, and executive administrators**, whose collective efforts have fostered this high-impact learning environment. Sustaining this trajectory of year-over-year growth is essential to our long-term strategy, as it provides the momentum necessary to ensure an increasing percentage of our students reach grade-level proficiency on the **CA SBAC Assessments**.

2026 i-Ready Typical Growth Guidance for schools

How can *i-Ready Diagnostic* be used to identify schools that have and have not exhibited sufficient growth during the year?

Curriculum Associates recommends that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.

For this approach to measuring growth, schools will need to minimally administer the *i-Ready Diagnostic* in the fall of the school year, which is used to establish each student’s expected growth during the year (known as Typical Growth in *i-Ready*), and again in the spring, which is used to determine if each student has met their Typical Growth target. The *i-Ready Diagnostic* Growth report then aggregates each student’s results at the grade level for each school.

Schools that meet or exceed the following amounts of median Typical Growth from the fall to the spring can be said to have achieved sufficient growth during the year:

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%



SPECIAL EDUCATION PROGRAM REVIEW

Debrief Summary

Findings, Priorities, and Recommended Actions

April 2026 · Prepared by Expatriate Communications

<p>822</p> <p>Students Enrolled BCCS · MORCS · BCCHS</p>	<p>21.89%</p> <p>SPED Prevalence 180 Active IEPs</p>	<p>-\$1.46M</p> <p>Annual Encroachment on LCFF General Fund</p>	<p>3 Sites</p> <p>Timeline Non-Compliant BCCS, MORCS, BCCHS</p>
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About This Review

School Abbreviations Used in This Report

BCCS — Bert Corona Charter School **MORCS** — Monseñor Oscar Romero Charter School **BCCHS** — Bert Corona Charter High School

In February 2026, Expatiate Communications was engaged to conduct a comprehensive special education program review across three school sites. Site visits were conducted March 23–25, 2026. Data collection, staff interviews, focus groups, and IEP documentation review were completed from Feb-March 2026.

This debrief summarizes key findings and recommended actions across eight program areas. The full report contains detailed recommendations; this document surfaces the highest-priority findings for each area with supporting data and a tiered action plan.

Review Area	Focus
Staffing & Caseloads	RSP ratios, central office roles, psychologist workload
Related Services	SLP, OT, counselling, BII caseloads vs. standards
Disability Classification	Disproportionality findings, SLD over-identification patterns
LRE Performance	Indicators 5a/5b/5c, triennial review exposure
Enrolment & ADA	4-year trends, SPED identification rate divergence, chronic absence
Over-Identification	Very high over-identification of SWDs
IEP Compliance	Documentation quality, data integrity flags,
Special Education Finance	Revenue, expenses, encroachment analysis, possible MOE risk

Organizational Strengths

The review found genuine strengths that provide a strong foundation for addressing the priority areas below. These reflect a program culture that is rare and worth protecting.

✓ Exceptional LRE Performance

97.8% of students in general education ≥80% of the day — exceeding the state target by 34 percentage points. No NPS placements, no separate school settings system-wide.

✓ Inclusive School Culture

Walkthroughs confirmed active student engagement (85–100% of observed time). Staff across all three sites described the environment as respectful and genuinely inclusive.

✓ Emerging Co-Teaching Practices

Staff identified co-teaching as the most impactful professional development received. The instructional model and the will to grow it are already in place.

✓ Strong Staff Commitment

65% of survey respondents identified cross-role collaboration as their top support need — a workforce that wants to work together, not one that is disengaged.

Priority Findings

The following findings carry the highest urgency based on regulatory risk, fiscal impact, and student outcomes. Each maps to its source section in the full report.

Risk	Finding
HIGH	<p>BCCS, MORCS & BCCHS: Timeline Noncompliant</p> <p>All three schools (BCCS, MORCS, and BCCHS) are designated Timeline Noncompliant per the 2025–26 Annual Determinations Letter, with active Corrective Action Plan obligations. This is the single most immediate regulatory exposure in the system.</p>
HIGH	<p>SLD Disproportionality — BCCS & BCCHS Formally Flagged</p> <p>BCCS (62.7%) and BCCHS (63.9%) carry SLD concentrations nearly double the state average of 31.7%. Both schools are formally designated Disproportionate, triggering mandatory eligibility review under IDEA §618 and 34 CFR §300.646.</p>
HIGH	<p>Structural SPED Encroachment of -\$1,462,187</p> <p>Special education revenue covers only 39.7% of total SPED costs. The remaining \$1.46M is drawn annually from LCFF general purpose funds. This is a recurring structural deficit that will compound without active intervention.</p>
HIGH	<p>Over-Identification of Students with Disabilities</p> <p>MTSS and Gen. Ed Interventions are non-formalized as well as undocumented in many situations leading to special education becoming only option of support.</p>
MEDIUM	<p>BCCHS — Enrolment Decline with Rising SPED Identification</p> <p>BCCHS (Bert Corona Charter High School) enrolment fell 10% (220→198) while SPED prevalence rose 4.2 percentage points over three years. This divergence warrants investigation before the next renewal cycle.</p>
MEDIUM	<p>Workload Metrics</p> <p>For DIS services, workload data indicates in depth review of current upcoming assessments as well as direct services to determine appropriate staffing mix.</p>
MEDIUM	<p>MORCS (Monseñor Oscar Romero Charter School) — Child Find Concern</p> <p>MORCS SPED prevalence of 11.8% is less than half that of peer schools serving the same community (25–30%). This gap is consistent with under-referral and may attract regulatory scrutiny.</p>
MEDIUM	<p>Missing Revenue/ADA Recapture</p> <p>Explore DHCS reimbursements for eligible services by joining a collaborative to reduce any admin burden and eliminating audit risks. Expand the ADA recapture plan to include special ed students.</p>

1. Special Education Staffing and Caseloads

Schools reviewed: Bert Corona Charter School (BCCS), Monseñor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS). All three operate under the YPI Charter Schools system.

School	SPED Students	RSP FTE	Avg Caseload	EC 56362(c) Status
BCCS Bert Corona Charter	88	3.0	29.3	⚠️ slightly Exceeds Limit (28)
MORCS Romero Charter	34	2.0	15.5	✓ Compliant
BCCHS Bert Corona High	61	3.0	20.0	✓ Compliant

Key action: BCCS RSP teachers average 3.3 service instances per student per week (~96 individual obligations per teacher). Consider converting RSP to an itinerant role and redistributing workload across campuses. Audit all BII and SPED tutor positions to confirm each is tied to an active IEP mandate with a documented fading plan.

2. Related Service Provider Caseloads

Service	BCCS	MORCS	BCCHS	Total	Status
Speech-Language (SLP/SLPA)	29	13	15	57	Review work distribution between SLPA and SLP
Pupil Counseling (Psychologist)	22	13	12	47	High demand
Occupational Therapy	13	3	0	16	✓ Within standard
Behavioral Intervention (BII)	2	2	4	8	Verify actual FAPE with staff need.

Critical gap: Check workload for psych, speech and BII. Consider re-classification of BII to floater classroom aides.

3. Disability Classification and Disproportionality

SLD over-identification is the defining compliance and fiscal risk for BCCS and BCCHS. The root cause is the absence of documented MTSS intervention history prior to referral — students are reaching formal assessment without passing through Tier 2/3 intervention gates.

Category	BCCS	MORCS	BCCHS	System	CA Avg	Flag
SLD — Specific Learning Disability	62.7%	47.1%	63.9%	60.1%	31.7%	⚠️ ~2x avg
SLI — Speech/Language Impairment	3.6%	8.8%	0.0%	3.4%	21.1%	⚠️ Under
AUT — Autism	14.8%	14.7%	8.2%	12.9%	21.7%	Below avg
OHI — Other Health Impairment	11.4%	20.6%	13.1%	14.0%	15.1%	Aligned

Regulatory Obligation

- BCCS and BCCHS are formally designated Disproportionate, triggering mandatory review of eligibility determination practices under IDEA §618.
- Escalation to Significantly Disproportionate would require 15% of the annual IDEA allocation (~\$29,487) to be reserved for Early Intervening Services, reducing flexible IDEA spending immediately.
- Action: Conduct a triennial IEP audit confirming each SLD student meets the IDEA two-part eligibility test. Establish MTSS Tier 2/3 referral gates at all three schools within 60 days.

4. Least Restrictive Environment Performance

LRE performance is the program’s clearest organizational strength. No student is currently placed in a non-public school, separate school setting, or self-contained program.

Ind.	Definition	BCCS	MORCS	BCCHS	System	CA Target
5a	≥80% in gen ed	96.4%	100%	98.4%	97.8%	≥64.0%
5b	<40% in gen ed	1.2%*	0.0%	0.0%	0.6%	<15.0%
5c	Separate school	0.0%	0.0%	0.0%	0.0%	<2.8%

* BCCS 5b rate reflects one AUT student coded at 88% SPED time in a general education setting with no services — likely a data entry error.

Triennial exposure: 109 of 178 students (61.2%) have initial IEPs predating April 2022, meaning triennial reassessments are due or approaching system-wide. Manageable at 2.0 psychologist FTE if schedules are protected — but timeline noncompliance already active at all three schools makes proactive scheduling urgent.

5. Enrolment Trends, ADA, and SPED Identification

The most significant finding is a divergence at BCCHS: total enrolment declined 10% over three years while SPED identification rates rose 4.2 percentage points. This pattern warrants investigation before the next renewal cycle.

School	2022–23	2023–24	2024–25	2025–26	SPED % Trend	Flag
BCCS Bert Corona Charter	337	349	345	348	22.3% → 23.9%	Rising
MORCS Romero Charter	277	276	298	279	13.0% → 11.8%	⚠ Declining
BCCHS Bert Corona High	200	217	220	198	24.0% → 28.2%	⚠ Diverging

Chronic Absenteeism — SPED Students

- 35 SPED students system-wide fall below the 90% ADA threshold for chronic absenteeism.
- BCCS: 22.9% of SPED students chronically absent (vs. 15.5% gen ed peers).
- MORCS: 24.2% — highest SPED chronic absence rate in the system.
- Each absence for an IEP student represents a missed service obligation. IEP teams should document whether compensatory minutes are being tracked and whether attendance barriers have been discussed with families.

6. Psychologist Caseload and Assessment Capacity

47 students (26.4% of the SPED population) have IEP-mandated pupil counseling. 9 of these students have Educationally Related Mental Health Services (ERMHS).

School	Pupil Counseling	ERMHS	% of SPED w/ PC	Notes
BCCS	22	4	26.5%	Largest caseload; 13 SLD, 4 OHI, 4 AUT
MORCS	13	2	38.2%	Highest % rate in system
BCCHS	12	3	19.7%	ED, SLD, OHI representation
Totals	47	9	26.4%	22 SLD, 14 OHI, 8 AUT, 3 other

Key actions: Develop a plan to transition behavior and BII oversight to a Board Certified Behavior Analyst (BCBA). With ~109 students due for triennials, psychologist schedule protection is essential to avoid further timeline noncompliance.

7. IEP Compliance and Documentation

IEPs are procedurally complete with consistent team attendance and signatures. The compliance gap is operational: services are withheld pending parent signature sometimes months after the IEP date and general education teachers frequently lack IEP accommodation information at placement start.

Area	Strength	Gap / Risk
IEP Process	Procedurally complete; consistent team attendance and signatures	Services withheld until parent signature, sometimes months post-IEP;
Assessment Reports	Covers all suspected areas; multiple data sources; clear eligibility reasoning	Some reports not uploaded to system; areas of need not always reflected in goals
Service Logs	Services address student needs; vocational goals at high school level	Case notes unavailable for some providers; service minutes inconsistently recorded
Gen Ed Access	Site administrators support SPED staff	Teachers lack timely accommodation summaries; no consistent notification for placement changes

Data Integrity Flags

- One BCCS AUT student is coded at 88% SPED time in a general education setting with no services — likely a data entry error. Both issues must be corrected before any monitoring review.
- Check any BII reduction plans are well documented in to the FAPE.

8. Special Education Finance

The system carries a structural SPED encroachment of **-\$1,462,187 annually** on the LCFF general fund. Special education revenue covers only 39.7% of total SPED costs. Staff salaries and benefits alone (\$1,855,555) exceed total SPED revenue (\$961,712) by nearly \$900,000.

	BCCS	MORCS	BCCHS	System Total
Total SPED Revenue	\$404,292	\$323,350	\$234,070	\$961,712
Total SPED Expenses	\$1,120,543	\$574,473	\$728,883	\$2,423,899
Encroachment on Gen Fund	-\$716,251	-\$251,123	-\$494,813	-\$1,462,187
Encroachment per ADA	-\$2,216	-\$966	-\$2,761	—
Revenue as % of Costs	36.1%	56.3%	32.1%	39.7%

Three structural drivers: (1) Staff cost intensity — salaries and benefits represent 77% of all SPED costs; (2) Funding formula mismatch — AB 602 is calculated on total ADA, so rising SPED prevalence adds cost without proportional revenue; (3) SELPA fee structure — the combined 20% Option 3 fee reduces usable SPED revenue by \$180,846 annually before a single service is delivered.

9. Encroachment Reduction Strategy

The \$1,462,187 annual encroachment is structural. The path to fiscal sustainability runs through four integrated levers — not through cutting services to students who legally depend on them.

<p>Lever 1</p> <p>Over-Identification Correction</p> <p>Triennial IEP audit + MTSS referral gates. Target SPED prevalence reduction of 3–5 percentage points at BCCS and BCCHS over three years. Every exit must be individually justified by the IEP team — this is not a quota.</p>	<p>Year 1 \$60K–120K</p> <p>Year 3 \$121K–219K</p>
<p>Lever 2</p> <p>Mainstreaming Expansion</p> <p>Identify students with 3+ years in SPED, consistent gen ed access, and stable progress as candidates for service reduction or IEP exit. The culture and environment already support this — what is missing is the clinical framework and process discipline.</p>	<p>Year 1 Ongoing</p> <p>Year 3 Cost avoidance</p>
<p>Lever 3</p> <p>LEA BOP / Medi-Cal Revenue</p> <p>Enroll in the California LEA Billing Option program within 90 days. At 80% Medi-Cal eligibility across 178 IEP students, conservative annual reimbursement is \$44K–\$92K for existing SLP, OT, nursing, and psychologist services.</p>	<p>Year 1 \$30K–50K</p> <p>Year 3 \$60K–90K</p>
<p>Lever 4</p> <p>Fiscal Governance</p> <p>Build a 3-year encroachment projection into the LCFF budget model. Present encroachment per ADA, Medi-Cal revenue, and SPED prevalence as standing quarterly board agenda items. The board needs trajectory data — not annual crisis reports.</p>	<p>Year 1 Year 1+</p> <p>Year 3 Structural</p>

Strategy	Year 1	Year 3	Primary Driver
LEA BOP / Medi-Cal	\$30K–50K	\$60K–90K	Enrol directly in the program or with Expatiate Collaborative
Reduce Over-Identification	\$60K–120K	\$121K–219K	Triennial audit + MTSS gates
SELPA Fee Elimination	\$0 (planning)	\$90K–130K	SELPA alternatives analysis
Title I / MTSS Dual-Fund	\$25K–50K	\$40K–80K	Document MTSS staff time
Vendor Renegotiation	\$15K–25K	\$25K–37K	Multi-year contract + benchmarking
ADA Recovery — SPED	\$10K–25K	\$20K–45K	Attendance supports for 35 students
TOTAL (combined estimate)	\$140K–\$270K	\$356K–\$601K	Integrated multi-year plan

10. Staff Survey Highlights

62 staff members responded across all three schools, including general education teachers (39%), paraprofessionals (18%), administrators (13%), SPED teachers (11%), related service providers, coaches, and support staff.

Staff Preparedness Ratings

Level	n (%)	Implication
Highly Prepared	7 (11%)	
Prepared	33 (54%)	
Somewhat Prepared	20 (32%)	⚠️ 1 in 3 staff not fully equipped
Not Prepared	1 (2%)	

Top Barriers Identified by Staff

%	Barrier
59%	Staffing shortages — SPED, gen ed, paras, related services
57%	Limited training or inconsistent follow-up coaching
52%	Communication and coordination challenges across teams
52%	High caseloads and paperwork burden
49%	Behavioral and mental health needs exceeding current supports
44%	Inconsistent implementation of accommodations and modifications

Top PD priorities: Inclusion/co-teaching (58%), Behavior supports — PBIS/FBA/BIP (50%), Instruction for students with significant cognitive disabilities (45%), Autism-specific strategies (40%). Staff want embedded, practical, cross-role learning — not one-time workshops.

Lowest-Rated Item: New Staff Onboarding (mean 2.00 / 4.0)

- 38% of respondents rated onboarding as "Not in Place." This is a direct FAPE risk: every new case manager who arrives without knowing the 30-day IEP process or their caseload creates immediate compliance exposure.
- Action: Make the 30-day IEP protocol and SPED policies and procedures manual central to onboarding for all new case managers, paraprofessionals, and general education teachers.

11. Consolidated Priority Recommendations

Thirty-four numbered recommendations appear throughout the full report. The following consolidates the highest-priority actions by urgency tier. All three tiers should be initiated in parallel.

TIER 1 — IMMEDIATE (Next 30 Days)		
Action	Detail	Owner
MOE Audit	Check that LEA will pass MOE every year or risks federal funding withhold.	CFO + Legal
SLP /SLPA	Review SLPA/SLP actual workload.	Dir. of SPED + Provider
BII Mandate Verification	Confirm each BII position at all three schools is tied to an active IEP mandate. Role labelling inconsistencies create position control issues.	Director of SPED
CAP Documentation	Document IEP timeline remediation across BCCS, MORCS, and BCCHS — all are currently Timeline Noncompliant.	Dir. of SPED + Compliance
Policies & Procedures Review	Redistribute the SPED handbook. Address service initiation timelines, compensatory minute tracking, and consent workflows.	Director of SPED
Chronic Absence Review	For all 35 SPED students below 90% ADA, review compensatory minute documentation and reconvene IEP meetings where FAPE is at risk.	Principals + Case Managers

TIER 2 — SHORT-TERM (30–90 Days)		
Action	Detail	Owner
LEA BOP Enrollment	Enroll in the California LEA Billing Option program. Designate a Medi-Cal coordinator and integrate consent into the next IEP cycle. Target \$44K–\$92K annual revenue.	Exec. Director + CFO
Triennial IEP Audit	Audit all SLD-identified students at BCCS and BCCHS confirming each meets the IDEA two-part eligibility test. Required under 34 CFR §300.646.	Dir. of SPED + Psychologists
MTSS Referral Gates	Implement documented Tier 2/3 intervention history requirement before any psychoeducational referral at all three schools.	Principals + MTSS Coord.
30-Day IEP Protocol	Create a written 30-day IEP process for all incoming transfers. Deploy at August 2026 professional development day.	Dir. of SPED + Compliance
Data Correction	Correct all data integrity issues flagged in the report.	Compliance Coordinator

TIER 3 — STRATEGIC (This Academic Year)		
Action	Detail	Owner
BCCHS Enrollment Investigation	Investigate BCCHS enrollment-identification divergence before the next renewal cycle.	Dir. of SPED + BCCHS Principal
MORCS Child Find Review	Audit MORCS referral rates and SLI identification patterns. SPED prevalence of 11.8% vs. community norms warrants formal review.	Dir. of SPED + MORCS Principal
BCBA Transition Plan	Develop a plan to shift behavioral oversight to a BCBA. Frees psychologists for assessments; improves BIP quality	Dir. of SPED + CFO
MS-to-HS Transition Protocol	Establish a formal Transition Team with coordinators at both MORCS (sending) and BCCHS (receiving). Publish a written protocol.	Director of SPED (60 days)
SELPA Alternatives Analysis	Commission a formal comparison of current fee structure vs. alternatives. Current fees total \$180,846/year.	Exec. Director + CFO
3-Year Encroachment Model	Build a formal projection model incorporating all four levers. Present as a standing quarterly board item.	CFO + Dir. of SPED

12. Conclusion and Next Steps

This review affirms a program built on the right values: inclusive practices, genuine staff commitment, and a school culture that works for students with disabilities. The challenges identified are real and require structured attention — but they are not intractable.

The structural encroachment of -\$1,462,187 is addressable through the four-lever strategy. The active compliance obligations at BCCS, MORCS, and BCCHS are manageable with the timelines and protocols. The over-identification pattern driving both the disproportionality findings and the fiscal strain can be corrected through the triennial audit and MTSS gating process — but it requires sustained leadership ownership over 18–36 months.

Expatriate Communications remains available for follow-up implementation support, compliance audit preparation, board presentation services, and LEA BOP enrolment assistance.

Expatriate Communications

Special Education Management Consulting & Technology

simplesped@excomweb.com · www.excomweb.com · (310) 363-0349 · 150 E Colorado Blvd Ste 201, Pasadena CA 91105

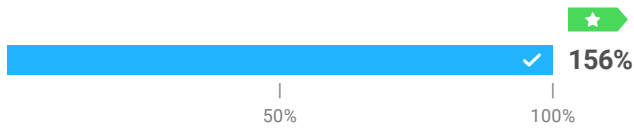
Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2025 - 2026
Comparison Diagnostic Diagnostic EOY

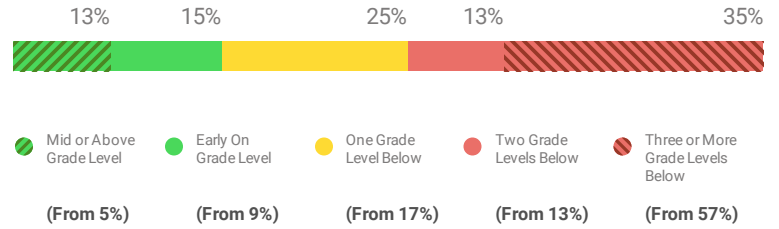
Students Assessed/Total: **614/628**

Progress to Annual Typical Growth (Median)

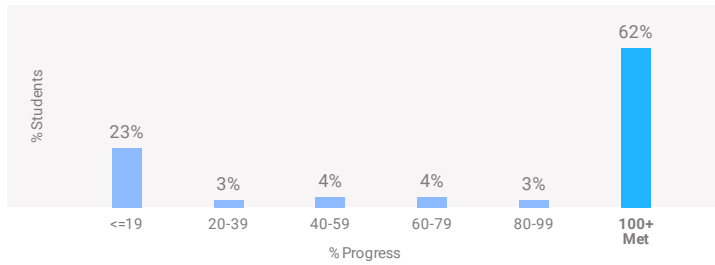


The median percent progress towards Typical Growth for this school is 156%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

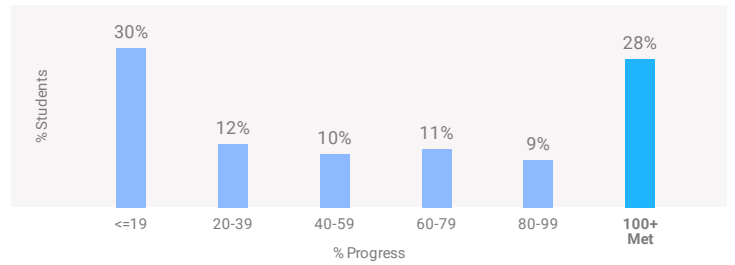
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	144%	62%	52%	28%	61%	341/347
Monsenor Oscar Romero Charter School	171%	63%	60%	27%	60%	273/281

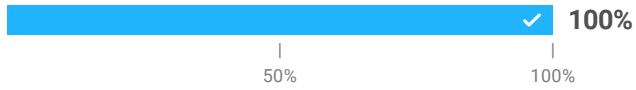
Diagnostic Growth



School All Schools
Subject Math
Academic Year 2025 - 2026
Comparison Diagnostic Diagnostic EOY

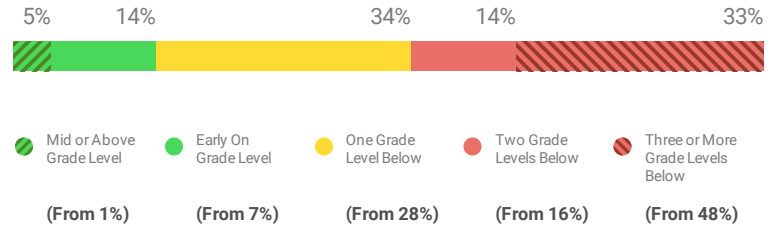
Students Assessed/Total: **614/628**

Progress to Annual Typical Growth (Median)

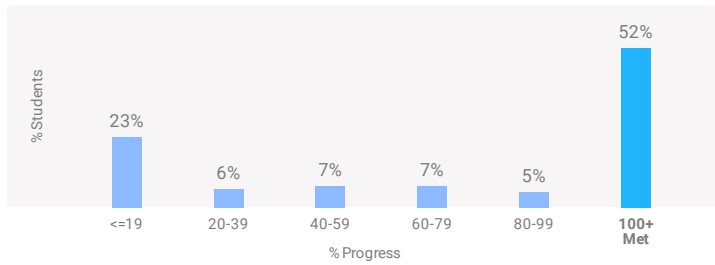


The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

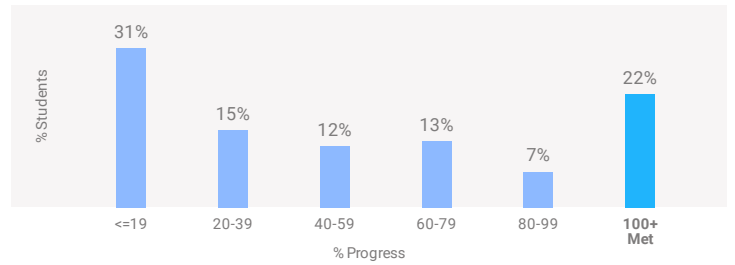
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	100%	52%	46%	21%	58%	342/347
Monsenor Oscar Romero Charter School	111%	53%	48%	23%	56%	272/281

Creditable Service Checklist

This document provides a checklist of the requirements for creditable service to assist employer reporting partners in analyzing a position's eligibility for CalSTRS benefits. See our [Creditable Service](#) job aid at CalSTRS.com for more detailed information. If you have questions regarding the creditability of the compensation associated, see our [Creditable Compensation](#) job aid and/or [Creditable Compensation Checklist](#) at CalSTRS.com. For more information regarding employees working after retirement, see our [Working After Retirement](#) job aid at CalSTRS.com.

If you have questions, contact EmployerHelp@CalSTRS.com or send a secure message in the Secure Employer Website. Please include applicable supporting documentation for review.

Revised: 02/04/2026

Conditions Creditable Service (EDC 22119.5 & 26113)

When evaluating if a position is creditable to CalSTRS, we must meet three conditions. If the three conditions are not met the position may not be creditable to CalSTRS. Please continue to the Service Creditable Another Way section to further evaluate the position.

1. Employing Agency

- Is the position employed by a CalSTRS employer?
 - Charter school (must be approved and eligible for State apportionment)
 - A charter school that directly employs individuals as identified on the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* (ES 0765) form and certifies in documented employment agreements that the individuals are employed by the charter school.
 - A charter school managed by a nonprofit public benefit corporation (NPBC) that certifies on the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* (ES 0765) form that they meet the IRS requirements to provide CalSTRS benefits to eligible employees and the positions are documented in employment agreements.
 - Community college district
 - County office of education
 - School district (including joint powers authorities)

2. Minimum Requirements and Exemptions

- Does the position meet the minimum requirements or an exemption for that employer type?

County Office of Education or PreK-12 School District

- Does the CTC require certification qualifications for the position?
- Does the position meet one of the following exemptions?
 - Superintendent
 - Employed in the Peer Assistance and Review program
 - Audiologist

Charter School

- There are no minimum requirements for CalSTRS purposes. There may be additional employment considerations outside of CalSTRS law, please see the Department of Education for more information.

Community College District

- Are they employed in a position subject to minimum standards adopted by the Board of Governors of the California Community Colleges pursuant to EDC 87356?
 - Which of the following is the position employed as?
 - Faculty member, as defined in EDC 87003
 - Academic position, as defined in EDC 87001(b)
 - Educational administrator, as defined in EDC 87002(b)
- Does the position meet one of the following exemptions?
 - President or Chancellor
 - Audiologist
 - Employed under contract with the Department of Defense to provide vocational training

3. Creditable Service Activities

- Is the position overall performing one or more creditable service activities?
 - The work of teachers, instructors, district interns, and academic employees employed in the instructional program for pupils
 - Education or vocational counseling, guidance, and placement services
 - Program research and evaluation
 - Curriculum and material development
 - The examination, selection, in-service training, mentoring, or assignment of teachers, principals, or other similar personnel involved in the instructional program
 - The work of nurses, physicians, speech therapists, psychologists, audiologists, and other California public school health professionals.
 - California public school librarian
 - Activities connected with the enforcement of the laws relating to compulsory education, coordination of child welfare activities involving the school and the home, and the school adjustment of pupils
 - The work of employees who are responsible for the supervision of persons or administration of the other creditable service activities

Service Creditable Another Way

Positions that are performing service that is not typically creditable to CalSTRS may still be creditable if they meet any of the following circumstances.

Outgrowth (EDC 22119.5)

If the service meets the following criteria, it is creditable as outgrowth.

- Is the service an outgrowth of the instructional or guidance program of the public school?
- Is the employee performing another creditable service activity for the same employer in the same fiscal year?

Elected officer of an employee organization (EDC 22711)

Service as an elected officer is only creditable for the Defined Benefit Program and must meet the following criteria.

- Is the member elected as an officer of an employee organization?
- Are they on a compensated leave of absence pursuant to EDC 44987 or 87768.5?
- Were they employed and did they perform creditable service in the month prior to beginning their leave of absence?

Trustee Service (EDC 26403)

Trustee service is only creditable to the Cash Balance Benefit Program (CB) and must meet the following criteria.

- Are you an employer that offers the CB?
- Did the trustee make a valid election to participate in CB?

Other Retirement System Service – Grandfathering (EDC 22119.6)

If the following conditions are met, while the employee remains in the position their service is creditable to CalSTRS. If they leave the position, it must be re-evaluated for creditable service or a retirement system election.

- Was the service performed for an employer on or before December 31, 2015?
- Was it misreported as creditable service to CalSTRS?
- Is the employee still employed in the same position for the same employer?

Other Retirement System Service – Retirement System Election (EDC 22508 & 22508.5)

If the following condition is met, the service is creditable to CalSTRS for that employer in that position.

- Did the employee complete a *Retirement System Election* (ES 372) form for the position?

Additional Assistance

If you'd like additional assistance in analyzing the position, click the submit button or email EmployerHelp@CalSTRS.com. Including this completed form and documentation regarding the payment can reduce the amount of follow up questions and wait times on inquiries you submit.



California State Teachers'
Retirement System
Executive Office
PO Box 15275
Sacramento, CA 95851-0275
www.CalSTRS.com

02/06/2026

TO: All County Superintendents of Schools
District Superintendents of Schools
Charter Schools
Nonprofit benefit corporations managing charter schools and
Other Employing Agencies remitting contributions to CalSTRS

FROM: Cassandra Lichnock
Chief Executive Officer *Cm Lichnock*

SUBJECT: Employer Directive 2026-01
Clarifying creditable service for charter schools

PURPOSE

This Employer Directive clarifies creditable service specifically related to individuals performing service for public charter schools.

SCOPE

This directive contains information for county offices of education, school districts, charter schools, community college districts and any state agency that employs individuals to perform creditable service under the CalSTRS Defined Benefit, Defined Benefit Supplement and Cash Balance Benefit programs.

DISCUSSION

Education Code sections 22119.5 and 22131 require that creditable service be performed for a CalSTRS employer. Education Code section 22119.5(a)(3) defines "creditable service" as any of the activities described in subdivision (b) performed for: "A charter school employer under the provisions of an approved charter for the operation of a charter school for which the charter school is eligible to receive state apportionment." For the purposes of creditable service subject to coverage by CalSTRS, a "charter school" is as an agency or political subdivision of the state that has received a unique County-District-School code from the California Department of Education.

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Charter Schools operated by a Nonprofit Public Benefit Corporation

Education Code section 47604 allows for a charter school to elect to operate as, or be operated by, a nonprofit public benefit corporation. NPBCs may only be considered a CalSTRS employer for the purposes of creditable service subject to coverage by CalSTRS when specific requirements are met.

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans*, the Internal Revenue Service and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for NPBC employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements identified in Section III.A of Notice 2015-07 are met.

In order to ensure compliance with Notice 2015-07, NPBCs must complete the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form for each charter school they currently operate as a report unit with CalSTRS to certify that the individuals are employed to perform creditable service for one or multiple charter schools in documented employment agreements and to acknowledge that the NPBC can meet the requirements outlined in the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form to provide CalSTRS benefits to eligible employees.

Individuals employed to perform a creditable service activity listed in Education Code section 22119.5(b) for a charter school operated by a NPBC that has completed the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form, must be reported to CalSTRS. Employers are required to maintain documentation of the nature of employment, the duties performed, and the compensation paid in a publicly available written contractual agreement. For more information regarding creditable compensation, see the Creditable Compensation Reference Guide at CalSTRS.com.

Service may not be creditable to CalSTRS in many circumstances, including if the position is employed to perform creditable service activities for a charter school operated by a NPBC and that NPBC has not completed the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form; if the service is not a creditable service activity listed in Education Code section 22119.5(b); if the work is not performed for a California charter school employer under the provisions of an approved charter for the operation of a charter school for which the charter school is eligible to receive state apportionment; or if the employer does not maintain the necessary publicly available written contractual agreements. If CalSTRS deems service is not creditable, it must not be reported to CalSTRS.

Charter Schools not operated by a Nonprofit Public Benefit Corporation

A charter school that is not operated by a NPBC must still complete the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form to certify those individuals employed to perform a creditable service activity listed in Education Code section 22119.5(b) are considered employed by the charter school in documented employment agreements.

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Impacts to class of employees, full time and annualized pay rate

A class of employees is a number of employees considered as a group because they are either employed to perform similar duties, employed in the same type of program or share other similarities related to the nature of the work being performed. Those employed to perform creditable service for multiple charter schools belong to the applicable class of employees at each charter school; a separate class of employees for those who perform similar duties at multiple charter schools may not be established.

Education Code section 22138.5 specifies, “full time” means the days or hours of creditable service the employer requires to be performed by a class of employees in a school term in order to earn the annualized pay rate as defined in Education Code section 22104.8 and specified under the terms of a collective bargaining agreement or employment agreement. Those employed to perform creditable service for multiple charter schools must be reported in accordance with the annualized pay rate and full-time standard of each charter school.

Impacts to outgrowth activities

Outgrowth activities described in Education Code section 22119.5(d) are only considered creditable service when performed by an individual who is performing creditable service for the same employer in the same fiscal year. For those employed by a NPBC to perform creditable service for charter schools under the provisions of an approved charter for the operation of a charter school for which the charter school is eligible to receive state apportionment, the “same employer” is considered the charter school for which the creditable service activities are performed.

Impacts to Defined Benefit Program membership

Those performing creditable service for a charter school under the provisions of an approved charter for the operation of a charter school for which the charter school is eligible to receive state apportionment are eligible for CalSTRS membership. Service performed in multiple part-time positions may not be aggregated for the purposes of mandatory membership. If an individual’s employment agreement identifies the performance of creditable service across multiple charter schools, those amounts may not be aggregated for mandatory membership; they are considered separate part-time positions. If an individual is employed to perform creditable service on a part-time hourly, part-time daily or substitute basis, they mandate into membership after a threshold of service has been performed in a specified time period for a single employer. If they are performing creditable service for multiple charter schools, their service must be tracked separately for each charter school. Those who are not already CalSTRS members and take a position that does not mandate membership at the time of hire may elect CalSTRS membership at any time while employed to perform creditable service using the *Permissive Membership* (ES 350) form.

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ACTION

The *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form must be completed by June 30, 2026, and NPBCs and charter schools completing the form must update or create the necessary publicly available written contractual agreements by January 31, 2027. Any charter school applying for activation with CalSTRS as a report unit after January 1, 2026, must complete the revised *Report Unit Activation* (ES 1796) form and the *CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification* form along with other required documentation. NPBCs and their related charter schools are responsible for the identification, notification and appropriate documentation for those individuals employed to perform creditable service. If you are unsure that a position will meet these requirements, send all necessary documentation with your inquiry to EmployerOrgMaint@CalSTRS.com for further evaluation.

Entity	Action
New charter school being established on or after 01/01/2026	<ul style="list-style-type: none"> • Complete the ES 1796 • Complete the <i>CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification</i> form • Ensure employment agreements or similar publicly available written contractual agreements meet the requirements of the Teachers' Retirement Law
Charter school report unit established prior to 01/01/2026 not managed by a nonprofit public benefit corporation	<ul style="list-style-type: none"> • Complete the <i>CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification</i> form by June 30, 2026 • Ensure employment agreements or similar publicly available written contractual agreements meet the requirements of the Teachers' Retirement Law by January 31, 2027 • Review employment records to ensure those employed to perform creditable service are reported to CalSTRS <ul style="list-style-type: none"> ○ Contact EmployerOrgMaint@CalSTRS.com with a complete list of impacted individuals and appropriate documentation before making corrections

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1/29/2026

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Entity	Action
Nonprofit public benefit corporation currently operating charter schools as report units established prior to 01/01/2026	<ul style="list-style-type: none"> • Complete the <i>CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification</i> form by June 30, 2026, for each charter school operated by the NPBC • Ensure employment agreements or similar publicly available written contractual agreements meet the requirements of the Teachers' Retirement Law by January 31, 2027 • Review employment records to ensure those employed to perform creditable service are reported to CalSTRS <ul style="list-style-type: none"> ○ Contact EmployerOrgMaint@CalSTRS.com with a complete list of impacted individuals and appropriate documentation before making corrections

If a position that was previously evaluated as not reportable to CalSTRS meets these requirements, and is performing a creditable service activity, it is considered creditable service as of the effective date of the position. Contact EmployerOrgMaint@CalSTRS.com with the complete list of impacted employees, the employment agreements documenting the start date of the positions and the duty statements or similar documentation of the job duties before submitting employment or contribution data.

Reporting

If an individual is employed to perform creditable service for one charter school, report creditable compensation for that report unit. If an individual is employed to perform creditable service for multiple charter schools, the reporting must be in proportion to the employment agreement held by the NPBC for each report unit.

For further questions regarding reporting, contact EmployerOrgMaint@CalSTRS.com with the necessary documentation.

Coversheet

Proposed 2026-27 Board Meeting Dates

Section: III. Items Scheduled for Information
Item: H. Proposed 2026-27 Board Meeting Dates
Purpose: Discuss
Submitted by:
Related Material: 26-27 Proposed Board Calendar Brief.pdf



YPI CHARTER SCHOOLS

TO: YPI Charter Schools, Inc. Board of Directors

FROM: Yvette King-Berg Executive Director

DATE: 05/18/2026

SUBJECT: YPICS Board of Directors' Meetings for 2026-2027

BACKGROUND

The YPICS Board of Directors serve the YPI Charter Schools, on a strictly voluntary basis and their time and work on behalf of the schools are not compensated monetarily.

ANALYSIS

The following dates are proposed for the 2026-2026 school year. Board members are asked to communicate with the Board Chair and/or the ED as to their availability and dates will be revised as needed.

RECOMMENDATION

This is an information item only and no action is required.

Proposed 2026-2027 Board Meeting Dates

Date	Day	Board of Directors
8/24/2026	Monday	Board Meeting
9/28/2026	Monday	Academic Excellence Committee Meeting & Board Meeting
11/9/2026	Monday	Finance Committee Meeting & Board Meeting
12/7/2026	Monday	Board Meeting
2/1/2027	Monday	Finance Committee Meeting & Board Meeting
3/1/2027	Monday	Board Meeting
3/29/2027	Monday	Board Meeting
4/26/2027	Monday	Board Meeting
5/17/2027	Monday	Board Meeting
6/14/2027	Monday	Board Meeting
6/28/2027	Monday	Board Meeting

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

Board_Brief_AD_HOC_Committee_to_Review_Expiring_Terms_May_2026.pdf

iReady YPICharterSchools_26-27SY_BudgetingQuote446528.1.pdf

UCLAMP YPI Charter Schools Proposal 2026-2027.pdf



YPI CHARTER SCHOOLS

May 18, 2026

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2026-2027 school year

BACKGROUND

Terms of office for the following board members will expire on June 30, 2026:

Dean Cho
Cesar Lopez

ANALYSIS

Each year, the Board has established an Ad Hoc Nominating Committee to identify prospective board members and establish a recommended slate of members for the new school year. The board chair and vice chair are typically part of this committee, along with the Executive Director and COO.

RECOMMENDATION

It is recommended that the Board of Trustees appoint Board Chair Mary Keipp as the chair of the Ad Hoc Board Nominating Committee. Additionally, it is recommended the Board appoint Executive Director King-Berg and COO Ruben Duenas to the Ad Hoc Committee. The Board also acknowledges that Chair Keipp and Executive Director King-Berg have working with Debra Lister of ATS+ Partners in partnership with Anita Landecker from EXED to conduct a broader Board Member search. The last search in partnership with EXED yielded outstanding Board Members Cho and Njboke joining the esteemed YPICS Board.

It is further recommended that the Board request the committee convene remotely prior to June 16 to discuss recommendations to be presented to the Board on June 29, 2026, for formal approval.

Curriculum Associates®

Prepared For:

Yvette King-Berg
 YPI Charter Schools
 10660 White Oak Avenue,
 Los Angeles, CA 91344

Budgeting Quote - final quantities needed prior to purchase order

12/5/2025

Dear Yvette King-Berg,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 446528.1 Quote Valid through: 12/31/2026

Product	List Price	Net Price
Classroom Mathematics California + i-Ready	\$7,542.50	\$4,550.00
Classroom Mathematics California	\$31,900.00	\$23,290.00
i-Ready	\$29,060.00	\$27,607.00
Ready	\$10,960.00	\$9,316.00
Toolbox	\$4,800.00	\$4,080.00
Professional Learning	\$14,400.00	\$14,400.00
i-Ready Partners Services	\$6,000.00	\$0.00
	List Total:	\$104,662.50
	Savings:	\$21,419.50
	Shipping/Tax/Other:	\$4,706.27
	Total:	\$87,949.27

Thank you again for your interest in Curriculum Associates.

Sincerely

Scott Nemergut

snemergut@cainc.com

i-Ready Partners Services Includes:

- **Initial Implementation Services:** Provisioning, Initial Rostering, Hosting, Technology Assessment
- **Implementation Management:** Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- **Staff Development Consultation and Resources:** Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources
- **Technical Support:** Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

This quote is for budgeting/estimate purposes only - cannot be used to purchase

Curriculum Associates®

Quote ID: 446528.1 Date: 12/5/2025 Quote Valid through: 12/31/2026

Prepared For:
 Yvette King-Berg
 YPI Charter Schools
 10660 White Oak Avenue,
 Los Angeles, CA 91344
 ykingberg@ypics.org
 8188345805

Your Representative:
 Scott Nemergut

 snemergut@cainc.com

Budgeting Quote - final quantities needed prior to purchase order

Bert Corona Charter HS 12513 Gain St, Pacoima, CA 91331

Total Building Enrollment: 220, Grade Range: 9 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	\$0.00	\$0.00	\$0.00
Classroom Mathematics California Algebra 1 Student Worktext and FSP with Digital Access Grade 9 Package + i-Ready Personalized Instruction (K-8) 1 Year	9	42444.0	70	\$107.75	\$65.00	\$4,550.00
Classroom Mathematics California Algebra 1 Teacher Digital Access Set Volume 1 + 2 Grade 9 1 Year	9	42397.0	2	\$300.00	\$0.00	\$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
Subtotal:						\$4,550.00
Shipping:						\$270.19
Tax:						\$336.90
School Subtotal:						\$5,157.09

Bert Corona Charter MS 9400 Remick Ave, Pacoima, CA 91331

Total Building Enrollment: 345, Grade Range: 5 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	\$0.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 5 1 Year	5	41880.0	10	\$40.00	\$34.00	\$340.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 6 1 Year	6	41881.0	110	\$40.00	\$34.00	\$3,740.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 7 1 Year	7	41882.0	120	\$40.00	\$34.00	\$4,080.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 8 1 Year	8	41883.0	120	\$40.00	\$34.00	\$4,080.00
Classroom Mathematics California Teacher Digital Access Set Volume 1 + 2 Grade K-8 1 Year	K-8	42542.0	7	\$300.00	\$0.00	\$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	\$14,530.00	\$13,803.50	\$13,803.50
Teacher Toolbox Access Reading + Writing Per Site 201-350 students 1 Year	K-8	28346.0	1	\$2,400.00	\$2,040.00	\$2,040.00
Ready Common Core Reading Instruction Grade 5 Student Book (2016)	5	16238.0	10	\$16.00	\$13.60	\$136.00
Ready Common Core Reading Instruction Grade 6 Student Book (2014)	6	14553.0	110	\$16.00	\$13.60	\$1,496.00
Ready Common Core Reading Instruction Grade 7 Student Book (2014)	7	14554.0	120	\$16.00	\$13.60	\$1,632.00
Ready Common Core Reading Instruction Grade 8 Student Book (2014)	8	14555.0	120	\$16.00	\$13.60	\$1,632.00
					Subtotal:	\$32,979.50
					Shipping:	\$440.64
					Tax:	\$1,713.65
					School Subtotal:	\$35,133.79

Monsenor Oscar Romero CS 2670 W 11th St, Los Angeles, CA 90006

Total Building Enrollment: 298, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	\$0.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 6 1 Year	6	41881.0	105	\$40.00	\$34.00	\$3,570.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 7 1 Year	7	41882.0	115	\$40.00	\$34.00	\$3,910.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 8 1 Year	8	41883.0	105	\$40.00	\$34.00	\$3,570.00
Classroom Mathematics California Teacher Digital Access Set Volume 1 + 2 Grade K-8 1 Year	K-8	42542.0	6	\$300.00	\$0.00	\$0.00
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	\$14,530.00	\$13,803.50	\$13,803.50
Teacher Toolbox Access Reading + Writing Per Site 201-350 students 1 Year	K-8	28346.0	1	\$2,400.00	\$2,040.00	\$2,040.00
Ready Common Core Reading Instruction Grade 6 Student Book (2014)	6	14553.0	105	\$16.00	\$13.60	\$1,428.00
Ready Common Core Reading Instruction Grade 7 Student Book (2014)	7	14554.0	115	\$16.00	\$13.60	\$1,564.00
Ready Common Core Reading Instruction Grade 8 Student Book (2014)	8	14555.0	105	\$16.00	\$13.60	\$1,428.00
Subtotal:						\$31,313.50
Shipping:						\$397.80
Tax:						\$1,547.09
School Subtotal:						\$33,258.39

YPI Charter Schools 10660 White Oak Avenue, Los Angeles, CA 91344

Total Building Enrollment: 863, Grade Range:

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	6	\$2,400.00	\$2,400.00	\$14,400.00
Subtotal:						\$14,400.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,400.00

Total		
	List Total:	\$104,662.50
	Savings:	\$21,419.50
	Merchandise Total:	\$83,243.00
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$3,597.64
	Estimated Shipping:	\$1,108.63
	Total:	\$87,949.27

Special Notes

Math teacher materials gratis at up to 1:25 ratio (add'l access paid). All i-Ready purchases require PL.
 5% discount applied to i-Ready based on scope of quote.
 15% i-Ready Partnership Discount applied to Toolbox and Ready products contingent upon purchase of i-Ready.

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

This quote is for budgeting/estimate purposes only - cannot be used to purchase

Y4

Curriculum Associates®

Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

i-Ready® Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:

ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:

Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs.**

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$500/shipment location
- Freight Storage \$1000/shipment location
- Freight Carrier Redelivery \$350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to renegotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.



UCLA Mathematics Project & YPI Charter Schools Partnership Proposal 2026-2027

I. Partnership Goals:

- **UCLA Mathematics Project (UCLAMP) support will focus on enhancing teachers’ knowledge of the development of students’ mathematical identity, mathematical thinking, and knowledge of the content standards, as well as the development of pedagogical approaches to meet the mathematical needs of each student and make use of the Standards for Mathematical Practice.**
- Teacher and Teacher Leaders will increase content knowledge and strategies to deliver high-quality mathematics instruction aligned to the components and philosophy of the Common Core State Standards, Standards of Mathematical Practice and principled ideas of Cognitively Guided Instruction (CGI).
- Deepens educator understanding of the CA Math Framework’s guidance on Universal Design for Learning (UDL) to create inclusive, accessible math instruction that supports a broad range of learners, including students with disabilities.
- Engages participants in strategies and high-leverage practices that align with the Framework’s vision for equitable math instruction, with a focus on meeting the diverse needs of Special Education and math students.
- Teachers will participate in professional development that can help enhance their understanding of how children’s mathematical ideas develop, thereby providing students an opportunity to build on their thinking.
- Teachers will deepen their understanding of cooperative learning structures that support student discourse and the development of academic language for all.
- Teachers will experience a variety of problem-solving activities, including mathematics relevant to students’ cultural and linguistic identities and connections to Social Justice, conducive to student engagement.

II. Partnership At-A-Glance:

Math Professional Development: Grades 5-12 (Year 2)			
Teachers and Teacher Leaders			
Teacher Professional Development (PD)			Teacher Classroom Support
Teacher Learning Labs	CA Math Framework PD supporting UDL, Special Education and Math Students	Teacher Professional Learning Community (PLC) PD	Coaching



UCLA Mathematics Project & YPI Charter Schools Partnership Proposal 2026-2027

III. Partnership Statement of Work

Teacher Professional Development	
Goals	<ul style="list-style-type: none"> Site-based or grade-level teams of teachers support the implementation of high-leverage instructional routines in the classroom. Dig deeper into grade-level math ideas as a vehicle to look at student thinking, develop teacher skills around noticing, and attend to the specific students in their classrooms Engage with ideas around student mathematical understanding, partial understanding, details of students' thinking, and an asset-based approach to teaching and learning of mathematics. Develop productive and positive mathematical identity and agency within teachers so they can do so for all of their students. Deepens educator understanding of the CA Math Framework's guidance on Universal Design for Learning (UDL) to create inclusive, accessible math instruction that supports a broad range of learners, including students with disabilities. Engages participants in strategies and high-leverage practices that align with the Framework's vision for equitable math instruction, with a focus on meeting the diverse needs of Special Education and math students.
Teacher Professional Development: Learning Labs	
When	<ul style="list-style-type: none"> Dates TBD (2026-2027 academic year) 6 math labs, 6 hours each
Who	<ul style="list-style-type: none"> 6-8 teachers per cohort from grades 5-12
Location	In-person
Teacher Professional Development: CA Math Framework PD supporting UDL, Special Education, MLL and Math	
When	<ul style="list-style-type: none"> Dates TBD (2026-2027 academic year) 1 session 6 hours each
Who	<ul style="list-style-type: none"> up to 30 teachers per cohort grades 5-12
Location	In-person
Teacher Professional Development: Teacher PLC PD	
When	<ul style="list-style-type: none"> Dates TBD (2026-2027 academic year) 7 PDs 2 hours each (Mondays, Sep -April, No Dec)
Who	<ul style="list-style-type: none"> up to 30 teachers per cohort from grades 5-12 monthly session
Location	In-person or Virtual
Teacher Classroom Support: Coaching	
Goals	<ul style="list-style-type: none"> Individual & small group teacher support to implement practices and structures highlighted during professional development.



UCLA Mathematics Project & YPI Charter Schools Partnership Proposal 2026-2027

	<ul style="list-style-type: none"> • Coaching time may focus on (but is not limited to) <ul style="list-style-type: none"> ○ Observation of colleagues teaching with debrief ○ Planning to connect mathematical ideas and how to engage in conceptual conversations with students. ○ Co-teaching a lesson (or portion thereof) ○ noticing, interpreting, and responding to student mathematical thinking both during planning and during instruction. ○ Reflecting on student work for the purpose of making instructional decisions and giving student feedback • Develop productive and positive mathematical identity and agency within teachers so they can do so for all of their students.
When	<ul style="list-style-type: none"> • Dates TBD (2026-2027 academic year) • 6 days
Who	Teachers from grades 5-12
Location	In-person

IV. Budget Consideration: Cohort, Days, Hours

Teacher Professional Development	Cohorts	Sessions	Hours	Rate/Hour	Subtotal
Teacher Learning Labs (8 persons)	6	1	6	\$688	\$24,768
CA Math Framework PD supporting UDL, Special Education, MLL and Math	1	1	6	\$688	\$4,128
Teacher PLC PD	1	7	2	\$757	\$10,598
Teacher Professional Development Subtotal					\$39,494

Teacher Classroom Support	Days	Rate/Day	Subtotal
Teacher Coaching	6	\$1,483	\$8,898
Teacher Classroom Support Subtotal			\$8,898

Total Number of Hours of PD: 56
Total Number of Teacher Coaching Days: 6
Total: \$48,392



UCLA Mathematics Project & YPI Charter Schools Partnership Proposal 2026-2027

V. District Contact:

Primary Contact:	Yvette King-Berg
Title:	Executive Director
School Site:	YPI Charter Schools
Address:	10660 White Oak Ave STE B101 Granada Hills, CA 91344
Email:	ykingberg@ypics.org
Phone Number:	(818) 834-5805

Secondary Contact:	
Title:	
School Site:	
Address:	
Email:	
Phone Number:	

Contracting Contact:	
Title:	
School Site:	
Address:	
Email:	
Phone Number:	

Coversheet

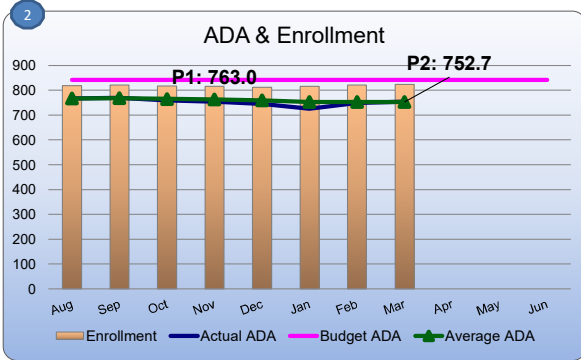
FY25-26 YPICS April Financials

Section: V. Items Scheduled For Action
Item: A. FY25-26 YPICS April Financials
Purpose: Vote
Submitted by:
Related Material: 25-26 YPICS Financials Board Packet 04.26.pdf

YPI Charter Schools - Financial Dashboard (April 2026)

1 Key Performance Indicators

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



KEY POINTS

Enrollment is currently 77 students below budget, resulting in a \$1,412K decrease in LCFF Revenue.

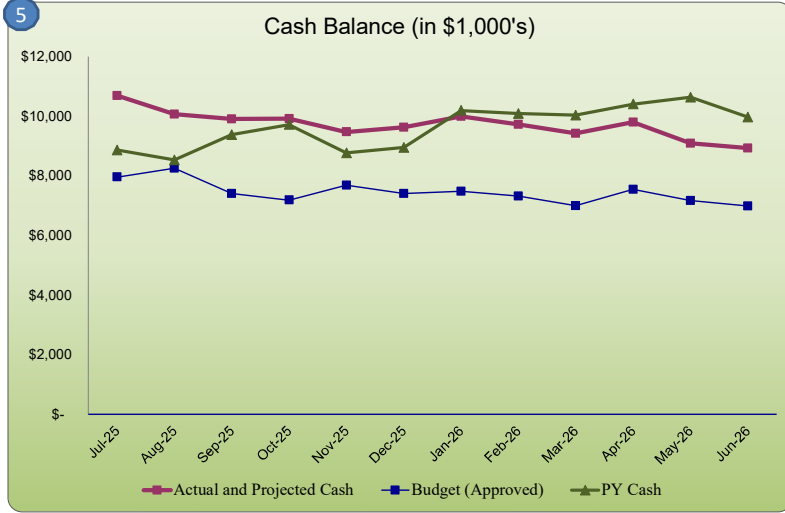
Forecast includes \$1.64M of restricted one-time funds. An additional \$259K remains available to spend through FY27/28.

\$7.15MK of cash has been held in CD accounts.

P2 ADA % for the FY25-26 is 92.1% vs 92.7% for the prior year. The last four month of attendance have been under 92%.

Attendance Analysis	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25 P2	FY 23-24 P2
Enrollment	824	824	901	(77)	824	0	872	847
ADA %	92.1%	92.1%	93.5%	-1.4%	94.0%	-1.9%	92.7%	92.7%
Average ADA	752.65	752.66	842.20	(89.54)	752.66	0.00	801.07	778.37

Income Statement	Actual through 04/30/26	Forecast as of 04/30/26	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	9,223,185	11,607,629	13,020,099	(1,412,469)	11,608,134	(505)	12,113,655	11,612,823
Federal Revenue	960,407	1,471,156	1,398,301	72,855	1,463,770	7,386	1,922,813	3,510,698
State Revenue	4,651,318	3,978,959	3,734,751	244,208	3,983,816	(4,858)	3,118,156	3,313,241
Other Local Revenue	1,018,663	1,175,240	1,201,495	(26,255)	1,185,981	(10,741)	1,763,592	3,029,652
Grants/Fundraising	35,577	108,807	116,000	(7,193)	98,409	10,398	100,626	43,383
TOTAL REVENUE	15,889,150	18,341,791	19,470,645	(1,128,854)	18,340,111	1,680	19,018,842	21,509,798
Total per ADA		24,369	23,119	1,251	24,367	2	23,742	27,634
w/o Grants/Fundraising		24,225	22,981	1,244	24,236	(12)	23,616	27,579
Certificated Salaries	5,356,022	6,548,641	6,799,291	250,650	6,572,960	24,319	6,164,145	6,108,717
Classified Salaries	2,605,691	3,131,144	3,549,706	418,562	3,156,336	25,193	3,238,813	3,082,354
Benefits	2,867,912	3,283,822	3,412,732	128,909	3,273,897	(9,925)	3,125,796	2,956,342
Student Supplies	805,878	1,473,329	1,522,195	48,866	1,474,966	1,637	1,696,032	1,853,818
Operating Expenses	3,544,982	4,246,800	4,094,394	(152,405)	4,214,886	(31,914)	4,531,116	4,318,530
Other	845,548	1,010,984	995,707	(15,277)	1,009,962	(1,022)	1,017,924	1,080,851
TOTAL EXPENSES	16,026,034	19,694,719	20,374,024	679,305	19,703,006	8,287	19,773,826	19,400,612
Total per ADA		26,167	24,191	(1,975)	26,178	(11)	24,684	24,925
NET INCOME / (LOSS)	(136,884)	(1,352,928)	(903,379)	(449,549)	(1,362,895)	9,967	(754,984)	2,109,186
Op Inc Excluding Non-cash Lease Exp	618,639	(452,758)	(15,305)	(437,452)	(460,567)	7,810	154,006	0



Year-End Cash Balance		
Projected	Budget	Variance
8,927,741	6,988,186	1,939,554

Balance Sheet	6/30/2025	3/31/2026	4/30/2026	6/30/2026 FC
Assets				
Cash, Operating	9,973,497	9,424,408	9,798,721	8,927,741
Cash, Restricted	0	0	0	0
Accounts Receivable	2,401,612	68,286	53,175	1,476,707
Due From Others	1,663	417	417	561
Deposits/Prepays	255,767	132,209	134,815	274,344
Net Fixed Assets	25,076,202	24,627,659	24,554,749	24,410,975
Lease Assets	1,915,757	1,917,708	1,901,317	1,878,106
Other Assets	0	0	0	0
Total Assets	39,624,499	36,170,687	36,443,194	36,968,432
Liabilities				
A/P & Payroll	765,495	217,506	173,148	854,662
Due to Others	607,558	407,566	390,748	569,862
Deferred Revenue	2,082,836	0	0	957,020
Lease Liabilities	1,990,245	2,017,704	2,003,562	1,984,403
Other Liabilities	107,828	107,828	107,828	107,828
Total Debt	6,678,503	6,530,423	6,512,758	6,455,551
Total Liabilities	12,232,465	9,281,027	9,188,043	10,929,326
Equity				
Beginning Fund Bal.	28,147,020	27,392,036	27,392,036	27,392,036
Net Income/(Loss)	(754,984)	(502,374)	(136,884)	(1,352,928)
Total Equity	27,392,036	26,889,662	27,255,152	26,039,107
Total Liabilities & Equity	39,624,500	36,170,689	36,443,195	36,968,433
Days Cash on Hand	193	183	190	173
Cash Reserve %	52.8%	50.1%	52.1%	47.4%



BERT CORONA CHARTER SCHOOL - Financial Dashboard (April 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

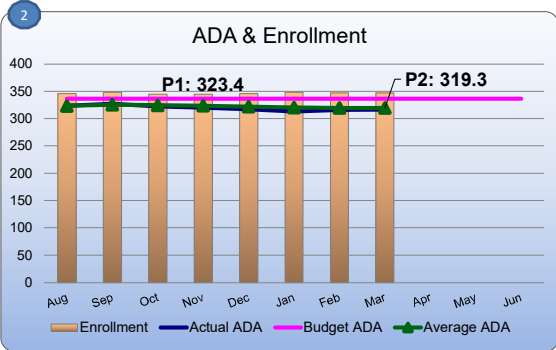
Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Forecasted Enrollment is currently 11 students below budget, resulting in a \$254K decrease in LCFF Revenue.

Forecast includes \$619K of restricted one-time funds. An additional \$259K remains available to spend through FY27/28.

Average ADA for FY25-26 is 92% vs 93.1% for FY24-25.

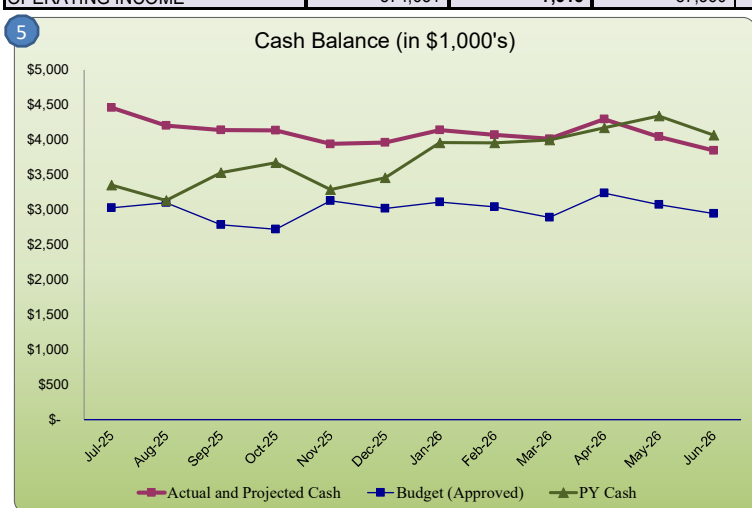


3 Attendance Analysis

	Actual through Month 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	347	347	358	(11)	347	0	341	342
Attendance %	92.0%	92.0%	94.0%	-2.0%	92.0%	0.0%	93.1%	93.0%
Avg Daily Attendance (ADA)	319.35	319.35	336.52	(17.17)	319.35	0.00	319.10	321.84

4 Income Statement

	Actual through 04/30/26	Forecast as of 04/30/26	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	3,646,074	4,665,223	4,919,716	(254,494)	4,665,431	(208)	4,563,743	4,531,333
Federal Revenue	402,677	658,986	618,872	40,114	648,858	10,128	778,186	1,370,027
State Revenue	2,093,591	1,668,249	1,607,240	61,010	1,668,249	0	1,329,132	1,519,681
Other Local Revenue	383,643	437,746	502,429	(64,683)	450,156	(12,410)	774,895	1,187,725
Grants/Fundraising	12,302	22,302	30,000	(7,698)	11,984	10,318	55,011	4,849
TOTAL REVENUE	6,538,287	7,452,505	7,678,256	(225,751)	7,444,677	7,828	7,500,966	8,613,615
<i>Total per ADA</i>		23,336	22,817	520	23,312	25	23,507	26,764
<i>w/o Grants/Fundraising</i>		23,267	22,727	539	23,274	(8)	23,334	26,749
Certificated Salaries	1,877,654	2,338,984	2,302,628	(36,356)	2,338,282	(702)	2,198,546	2,186,330
Classified Salaries	913,309	1,095,964	1,258,650	162,686	1,100,856	4,892	1,181,236	1,083,041
Benefits	949,687	1,106,057	1,105,703	(354)	1,106,419	362	1,070,422	995,440
Student Supplies	395,322	662,856	685,425	22,570	662,856	0	810,998	777,197
Operating Expenses	1,827,663	2,241,327	2,238,490	(2,837)	2,234,311	(7,016)	2,151,385	2,346,661
Other	68,182	80,470	72,893	(7,577)	79,980	(490)	82,117	92,022
TOTAL EXPENSES	6,031,817	7,525,658	7,663,790	138,133	7,522,703	(2,955)	7,494,704	7,480,690
<i>Total per ADA</i>		23,566	22,774	(792)	23,556	9	23,487	23,244
NET INCOME / (LOSS)	506,470	(73,152)	14,466	(87,619)	(78,025)	4,873	6,263	1,132,925
OPERATING INCOME	574,651	7,318	87,360	(80,042)	1,955	5,363	88,379	1,224,947



Year-End Cash Balance

Projected	Budget	Variance
3,844,521	2,944,935	899,587

6 Balance Sheet

	6/30/2025	3/31/2026	4/30/2026	6/30/2026
Assets				
Cash, Operating	4,064,292	4,013,162	4,295,583	3,844,521
Cash, Restricted	0	0	0	0
Accounts Receivable	1,020,767	58,983	53,174	716,588
Due From Others	484	(144)	(144)	0
Deposits/Prepays	151,101	108,569	109,272	158,775
Net Fixed Assets	593,348	697,170	690,536	678,248
Lease Assets	1,823,576	1,724,644	1,713,527	1,692,555
Other Assets	0	0	0	0
Total Assets	7,653,568	6,602,384	6,861,948	7,090,687
Liabilities				
A/P & Payroll	180,993	55,037	16,129	188,476
Due to Others	158,587	56,884	45,095	90,254
Deferred Revenue	932,315	0	0	607,775
Lease Liabilities	1,901,699	1,823,370	1,814,279	1,797,361
Other Liabilities	21,470	21,470	21,470	21,470
Total Debt	0	0	0	0
Total Liabilities	3,195,064	1,956,760	1,896,973	2,705,335
Equity				
Beginning Fund Bal.	4,452,242	4,458,505	4,458,505	4,458,505
Net Income/(Loss)	6,263	187,119	506,470	(73,152)
Total Equity	4,458,505	4,645,624	4,964,974	4,385,352
Total Liabilities & Equity	7,653,568	6,602,384	6,861,948	7,090,687
Days Cash on Hand	200	197	211	188
Cash Reserve %	54.8%	53.9%	57.7%	51.6%





BERT CORONA CHARTER SCHOOL

Financial Analysis

April 2026

Net Income

Bert Corona Charter School is projected to achieve a net income of -\$73K in FY25-26 compared to \$15K in the board approved budget. Reasons for this negative \$88K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2026, the school's cash balance was \$4.30M. By June 30, 2026, the school's cash balance is projected to be \$3.84M, which represents a 52% reserve.

As of April 30, 2026, the Accounts Receivable balance was \$53K, down from \$59K in the previous month, due to the receipt of revenue earned in FY24-25.

As of April 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$16K, compared to \$55K in the prior month.

As of April 30, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$7.45M, which is \$226K or 2.9% under budgeted revenue of \$7.68M.

LCFF Revenue – is projected to be below budget by \$254K due to lower enrollment and attendance.

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 \$98K.

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 \$7.53M, which is \$138K or 1.8% under budgeted expenditures of \$7.66M.

Salaries are projected to be lower than budget by \$167K

PD Consultant & Tuition costs are projected to be lower than budget by \$54K 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%.



ADA

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

Forecast P2 ADA is 319.35 based on enrollment of 347 and a 92.0% attendance rate.

Actual ADA through Month 8 is 319.35 with ending enrollment of 347 and a 92.0% attendance rate.

In Month 8, ADA was 316.36 with a 91.2% attendance rate.

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

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (April 2026)

1 Key Performance Indicators

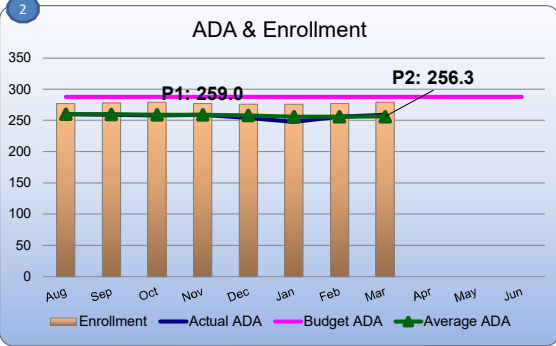
ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 27 students below budget, resulting in a \$434K decrease in LCFF Revenue.

Forecast includes \$605K of restricted one-time funds. An additional \$K remains available to spend through FY27/28.

Average ADA for FY25-26 is 92.6% vs 93.1% for FY24-25.

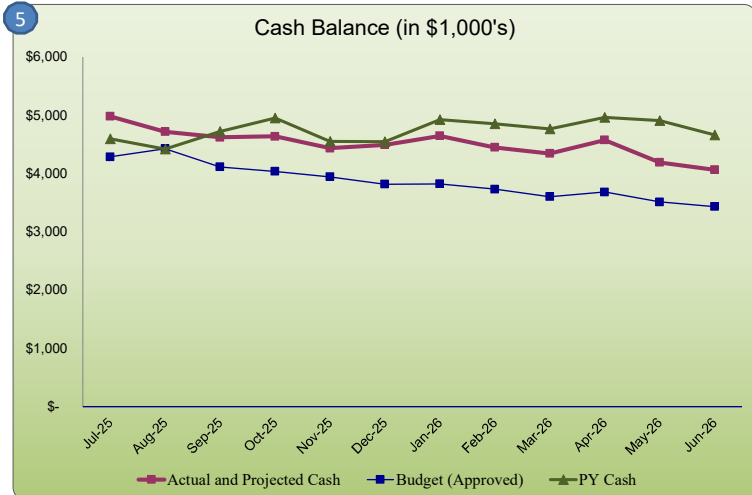


3 Attendance Analysis

	Actual through Month 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	279	279	306	(27)	279	0	302	282
Attendance %	92.6%	92.6%	94.0%	-1.4%	92.6%	0.0%	93.1%	93.5%
Avg Daily Attendance (ADA)	256.31	256.31	287.64	(31.33)	256.31	0.00	276.44	256.48

4 Income Statement

	Actual through 04/30/26	Forecast as of 04/30/26	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	3,026,882	3,800,592	4,234,157	(433,565)	3,800,759	(167)	3,990,563	3,670,040
Federal Revenue	329,722	502,978	503,110	(132)	501,091	1,887	679,965	1,506,579
State Revenue	1,660,304	1,474,405	1,532,504	(58,100)	1,476,999	(2,594)	1,210,608	1,133,377
Other Local Revenue	373,628	435,471	443,649	(8,178)	433,866	1,605	663,946	1,075,406
Grants/Fundraising	7,559	51,000	51,000	0	51,000	0	0	1,535
TOTAL REVENUE	5,398,095	6,264,446	6,764,420	(499,974)	6,263,715	731	6,545,081	7,386,937
<i>Total per ADA</i>		24,441	23,517	924	24,438	3	23,676	28,801
<i>w/o Grants/Fundraising</i>		24,242	23,340	902	24,239	3	23,676	28,795
Certificated Salaries	1,612,999	1,971,357	2,094,981	123,624	1,978,290	6,934	1,944,798	1,894,291
Classified Salaries	715,038	877,581	1,034,774	157,193	893,483	15,902	894,341	873,175
Benefits	819,431	946,321	943,243	(3,078)	945,971	(350)	879,245	830,166
Student Supplies	262,709	506,405	516,485	10,080	506,405	0	532,044	726,716
Operating Expenses	1,553,042	2,061,893	2,036,010	(25,883)	2,040,469	(21,424)	2,152,173	1,719,925
Other	752,361	900,924	892,887	(8,037)	900,391	(532)	904,049	926,543
TOTAL EXPENSES	5,715,579	7,264,480	7,518,380	253,899	7,265,010	530	7,306,650	6,970,816
<i>Total per ADA</i>		28,343	26,138	(2,204)	28,345	(2)	26,431	27,179
NET INCOME / (LOSS)	(317,484)	(1,000,035)	(753,960)	(246,075)	(1,001,295)	1,261	(761,568)	416,121
OPERATING INCOME	324,585	(231,064)	6,974	(238,038)	(232,857)	1,793	6,119	1,201,981



Year-End Cash Balance

Projected	Budget	Variance
4,059,387	3,429,931	629,456

6 Balance Sheet

	6/30/2025	3/31/2026	4/30/2026	6/30/2026
Assets				
Cash, Operating	4,660,050	4,340,876	4,573,746	4,059,387
Cash, Restricted	0	0	0	0
Accounts Receivable	835,256	5,301	1	526,337
Due From Others	299	0	0	0
Deposits/Prepays	41,784	6,664	7,223	47,952
Net Fixed Assets	24,396,248	23,866,596	23,802,613	23,675,711
Lease Assets	38,504	32,627	31,962	30,623
Other Assets	0	0	0	0
Total Assets	29,972,142	28,252,063	28,415,544	28,340,009
Liabilities				
A/P & Payroll	319,972	36,604	42,770	343,988
Due to Others	418,342	350,425	345,395	360,492
Deferred Revenue	719,039	0	0	349,246
Lease Liabilities	38,504	34,991	34,325	32,987
Other Liabilities	29,418	29,418	29,418	29,418
Total Debt	6,678,503	6,530,423	6,512,758	6,455,551
Total Liabilities	8,203,779	6,981,861	6,964,665	7,571,681
Equity				
Beginning Fund Bal.	22,529,932	21,768,364	21,768,364	21,768,364
Net Income/(Loss)	(761,568)	(498,161)	(317,484)	(1,000,035)
Total Equity	21,768,364	21,270,203	21,450,879	20,768,329
Total Liabilities & Equity	29,972,142	28,252,064	28,415,545	28,340,010
Days Cash on Hand	260	244	257	228
Cash Reserve %	71.3%	66.8%	70.4%	62.5%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

April 2026

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -\$1,000K in FY25-26 compared to -\$754K in the board approved budget. Reasons for this negative \$246K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2026, the school's cash balance was \$4.57M. By June 30, 2026, the school's cash balance is projected to be \$4.06M, which represents a 62% reserve.

As of April 30, 2026, the Accounts Receivable balance was \$K, down from \$5K in the previous month, due to the receipt of revenue earned in FY24-25.

As of April 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$43K, compared to \$37K in the prior month.

As of April 30, 2026, MORCS had a debt balance of \$6.51M compared to \$6.53M in the prior month. An additional \$57K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$6.26M, which is \$500K or 7.4% under budgeted revenue of \$6.76M.

LCFF Revenue – is projected to be below budget by \$433K due to lower enrollment and attendance.

ELOP Revenue - is projected to be below budget by \$108K

Expenses

Total expenses for FY25-26 are projected to be \$7.26M, which is \$254K or 3.4% under budgeted expenditures of \$7.52M.

Salaries are projected to be lower than budget by \$280K

Health Insurance expenses are projected to be higher than budget by \$56K

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

Contracted Substitute Costs are projected to be higher than budget by \$40K. This cost is offset by lower teacher salaries.

ADA

Budgeted P2 ADA is 287.64 based on enrollment of 306 and a 94.0% 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 256.31 based on enrollment of 279 and a 92.6% attendance rate.

Actual ADA through Month 8 is 256.31 with ending enrollment of 279 and a 92.6% attendance rate.

In Month 8, ADA was 258.91 with a 93.2% 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 (April 2026)

1 Key Performance Indicators

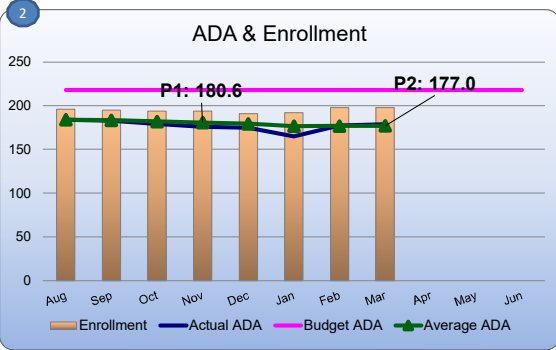
ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

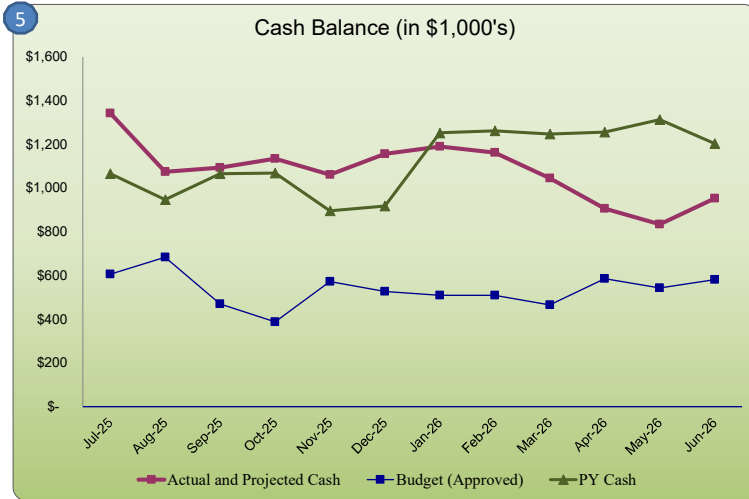
Forecasted enrollment is currently 39 students below budget, resulting in a \$724K decrease in LCFF Revenue.

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



Attendance Analysis	Actual through Month 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	198	198	237	(39)	198	0	229	223
Attendance %	91.5%	91.5%	92.0%	-0.5%	91.5%	0.0%	91.5%	91.9%
Avg Daily Attendance (ADA)	177.00	177.00	218.04	(41.04)	177.00	0.00	205.53	200.05

Income Statement	Actual through 04/30/26	Forecast as of 04/30/26	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	2,550,229	3,141,815	3,866,225	(724,411)	3,141,945	(130)	3,559,349	3,411,450
Federal Revenue	228,009	309,192	276,320	32,873	313,821	(4,629)	464,662	634,092
State Revenue	897,423	836,305	595,006	241,298	838,568	(2,264)	578,416	660,183
Other Local Revenue	250,635	289,267	255,418	33,849	289,228	39	311,886	755,242
Grants/Fundraising	15,716	35,505	35,000	505	35,425	80	45,615	36,999
TOTAL REVENUE	3,942,012	4,612,083	5,027,969	(415,886)	4,618,987	(6,904)	4,959,929	5,497,966
<i>Total per ADA</i>		26,057	23,060	2,997	26,096	(39)	24,132	27,483
<i>w/o Grants/Fundraising</i>		25,856	22,899	2,957	25,896	(39)	23,910	27,298
Certificated Salaries	1,319,124	1,588,663	1,717,675	129,012	1,606,791	18,128	1,581,952	1,590,587
Classified Salaries	666,227	793,713	874,274	80,561	799,478	5,765	841,570	788,686
Benefits	744,064	838,122	927,975	89,853	831,429	(6,693)	855,494	792,439
Student Supplies	144,318	281,592	300,136	18,544	281,592	0	329,672	340,415
Operating Expenses	1,347,682	1,363,226	1,344,970	(18,256)	1,356,763	(6,464)	1,322,322	1,366,488
Other	22,411	26,508	26,825	316	26,508	0	28,597	59,209
TOTAL EXPENSES	4,243,826	4,891,825	5,191,854	300,030	4,902,561	10,737	4,959,607	4,937,825
<i>Total per ADA</i>		27,637	23,811	(3,826)	27,698	(61)	24,131	24,683
NET INCOME / (LOSS)	(301,814)	(279,741)	(163,885)	(115,856)	(283,575)	3,833	322	560,141
OPERATING INCOME	(279,403)	(253,233)	(137,061)	(116,172)	(257,066)	3,833	28,919	619,350



Year-End Cash Balance		
Projected	Budget	Variance
952,375	581,281	371,093

Balance Sheet	6/30/2025	3/31/2026	4/30/2026	6/30/2026
Assets				
Cash, Operating	1,203,380	1,045,270	906,683	952,375
Cash, Restricted	0	0	0	0
Accounts Receivable	545,589	4,002	(0)	233,782
Due From Others	616	561	561	561
Deposits/Prepays	45,171	3,895	5,239	49,508
Net Fixed Assets	77,868	57,506	55,458	51,360
Lease Assets	25,923	21,966	21,518	20,617
Other Assets	0	0	0	0
Total Assets	1,898,546	1,133,200	989,457	1,308,203
Liabilities				
A/P & Payroll	232,515	107,651	90,163	268,879
Due to Others	30,628	0	0	118,859
Deferred Revenue	431,482	0	0	0
Lease Liabilities	25,923	23,557	23,109	22,208
Other Liabilities	12,832	12,832	12,832	12,832
Total Debt	0	0	0	0
Total Liabilities	733,379	144,040	126,105	422,777
Equity				
Beginning Fund Bal.	1,164,846	1,165,167	1,165,167	1,165,167
Net Income/(Loss)	322	(176,007)	(301,814)	(279,741)
Total Equity	1,165,167	989,161	863,354	885,426
Total Liabilities & Equity	1,898,547	1,133,201	989,458	1,308,203
Days Cash on Hand	89	78	68	71
Cash Reserve %	24.4%	21.4%	18.6%	19.6%





**Bert Corona Charter High School
Financial Analysis
April 2026**

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -\$280K in FY25-26 compared to -\$164K in the board approved budget. Reasons for this negative \$116K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2026, the school’s cash balance was \$907K. By June 30, 2026, the school’s cash balance is projected to be \$952K, which represents a 20% reserve.

As of April 30, 2026, the Accounts Receivable balance was \$K, down from \$4K in the previous month, due to the receipt of revenue earned in FY24-25.

As of April 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$90K, compared to \$108K in the prior month.

As of April 30, 2026, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$4.61M, which is \$416K or 8.3% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$724K 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 \$300K or 5.8% under budgeted expenditures of \$5.19M.

Salaries are projected to be lower than budget by \$210K

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

SPED Services are projected to be higher than budget by \$53K.

Intra-Agency Fees are projected to be lower than budget by \$80K mainly due to the lower enrollment.

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



ADA

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

Forecast P2 ADA is 177.00 based on enrollment of 198 and a 91.5% attendance rate.

Actual ADA through Month 8 is 177.00 with ending enrollment of 198 and a 91.5% attendance rate.

In Month 8, ADA was 178.82 with a 90.3% 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 04/01/26 to 440/30/26**

Check #	Vendor Name	Date	Description	Amount
A030851	7 LAYER IT SOLUTIONS, INC.	4/13/2026	04/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
P090518	AFLAC WORLDWIDE HEADQUARTERS	4/28/2026	04/26 - HEALTH PREMIUM	2,394.42
313467	ALEX JACOBSON	4/2/2026	02/17/26-02/19/26 - MILEAGE	11.17
313473	ALEX JACOBSON	4/3/2026	04/10/26 - FINAL CHECK - A0GT	1,756.95
313504	AMANECER CONSULTING GROUP	4/23/2026	01/26 - TECHNICAL ASSISTANCE - IMPLEMENTATION	15,000.00
P089446	Amazon Capital Services	4/10/2026	(2) TAMPON & PAD DISPENSERS, TAMPONS, BONDO, ZIP TIES, ETC	1,327.07
P090100	Amazon Capital Services	4/21/2026	BOTTLED WATER, GRANOLA BARS	258.51
P090519	Amazon Capital Services	4/28/2026	HEADPHONES	94.36
313481	AT&T	4/13/2026	03/26 - FAX SERVICE	212.46
313477	AT&T MOBILITY	4/10/2026	02/18/26-03/17/26 - HOTSPOTS	2,196.40
EFT04/01	BLUE SHIELD OF CALIFORNIA	4/1/2026	04/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
P089447	BOOST COLLABORATIVE	4/10/2026	04/28/26-05/01/26 - REGISTRATION - BOOST CONFERENCE	2,640.00
E027550	BUR-CAL TERMITE & PEST CONTROL INC.	4/10/2026	03/25/26 - PEST CONTROL	385.00
P090103	California IT In Education	4/21/2026	06/26-06/27 - PRIVACY SERVICES SMALL DISTRICT	1,650.00
E027902	CDW GOVERNMENT, INC.	4/28/2026	04/08/26-04/07/27 - EDUCATION COLLABORATIVE	972.00
P090098	CLASSROOM CREW LLC	4/21/2026	03/26 - SPED SERVICES - APE	4,235.45
313495	CLIFTONLARSONALLEN LLP	4/21/2026	FY24-25 - AUDIT SERVICES, TECHNOLOGY & CLIENT SUPPORT FEE	4,200.00
A031077	CROSS COUNTRY EDUCATION	4/21/2026	03/02/26-03/25/26 - SPED SERVICES - COTA, DHH, OT, SLP, ETC	11,763.16
313496	CYNTHIA JIMENEZ	4/21/2026	04/28/26-05/01/26 - MEAL PER DIEM - BOOST CONFERENCE	151.00
313489	DENYALE BROWN	4/13/2026	03/12/26 - FIELD TRIP PARKING FEE - LA BREA TAR PITS	20.00
313492	DENYALE BROWN	4/14/2026	04/18/26-04/20/26 - FIELD TRIP - JDI FILM FESTIVAL	1,200.00
313521	DISNEYLAND RESORT	4/28/2026	GRAD NITE TICKETS - DISNEYLAND	12,950.00
313464	EMPLOYMENT DEVELOPMENT DEPARTMENT	4/1/2026	10/01/25-12/31/25 - SEF LOCAL EXPERIENCE CHARGE	1,453.63
313511	ERIKA LEON	4/28/2026	03/03/26-03/26/26 - MILEAGE	295.95
313485	EXED	4/13/2026	03/26 - MANAGEMENT CONTRACT FEE, CALPADS	26,160.00
313471	FRESH START HEALTHY MEALS, INC.	4/2/2026	02/26 - STUDENTS BREAKFAST, LUNCH	35,409.94
313491	FRESH START HEALTHY MEALS, INC.	4/13/2026	03/26 - STUDENTS BREAKFAST, LUNCH	12,294.40
313503	FRESH START HEALTHY MEALS, INC.	4/21/2026	03/26 - STUDENTS BREAKFAST, LUNCH	34,816.50
313515	FRESH START HEALTHY MEALS, INC.	4/28/2026	03/26 - STUDENTS LUNCH, BREAKFAST	25,537.80
313469	FRONTIER	4/2/2026	03/13/26-04/12/26 - FAX SERVICE, ONE TIME CHARGES	347.38
313519	FRONTIER	4/28/2026	04/13/26-05/12/26 - FAX SERVICE, ONE TIME CHARGES	346.69
313474	GREEN WORKS SOLUTIONS	4/8/2026	ROOF, ELECTRICAL, & LIGHTING REPAIRS	10,375.00
313480	HERNANDEZ JANITORIAL SERVICES	4/13/2026	03/16/26-03/31/26 - MAINTENANCE SERVICE	1,996.50
313520	HERNANDEZ JANITORIAL SERVICES	4/28/2026	04/01/26-04/15/26 - MAINTENANCE SERVICE	1,815.00
P090520	HESS AND ASSOCIATES, INC.	4/28/2026	FY25-26 - 3RD QUARTER RETIREMENT REPORT	597.50
313518	HOME DEPOT CREDIT SERVICES	4/28/2026	03/29/26 - CUSTODIAL SUPPLIES	119.55
P089558	IMPACT CANINE SOLUTIONS	4/13/2026	03/02/26 - CANINE SERVICES	690.00
313517	INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC	4/28/2026	05/26/26-05/29/26 - (6) NCSFE CONFERENCE REGISTRATIONS	5,130.00
313498	IRMA L SEPULVEDA	4/21/2026	04/28/26-05/01/26 - MEAL PER DIEM - BOOST CONFERENCE	151.00
313497	ISIS PENA	4/21/2026	04/28/26-05/01/26 - MEAL PER DIEM - BOOST CONFERENCE	151.00
313516	JAHAIIRA OSORIO	4/28/2026	03/11/26-03/26/26 - MILEAGE	41.93
P089557	JEANNETTE M CRUZ REIBER	4/13/2026	03/26 - MONTHLY CREDENTIALING SERVICES	800.00
313514	JENNIFER I. OBANDO-SALGUERO	4/28/2026	03/02/26-03/31/26 - MILEAGE	283.62
313479	LA DEPT. OF WATER AND POWER	4/10/2026	02/18/26-03/20/26 - ELECTRIC, WATER, & SEWER CHARGES	5,219.06
313490	LA DEPT. OF WATER AND POWER	4/13/2026	03/03/26-04/02/26 - ELECTRIC CHARGES	7,168.24
A031076	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	4/21/2026	03/26 - LEGAL SERVICE	552.50
313472	Los Angeles Unified School District	4/3/2026	PROP 39 OVER ALLOCATION	2,024.08
313493	MAJOR METROPOLITAN SECURITY	4/21/2026	04/26 - MONITORING SERVICE	690.00
313484	MARIA FATIMA ORTIZ	4/13/2026	03/22/25 - TRANSPORTATION - DAVEY'S LOCKER WHALE WATCHING	6,800.00
313494	MARIA FATIMA ORTIZ	4/21/2026	05/23/25 - TRANSPORTATION - MANHATTAN BEACH PIER 2	6,750.00
313512	María Martinez	4/28/2026	03/04/26-03/26/26 - MILEAGE	203.58
E027901	MCCALLA COMPANY	4/28/2026	TRASH BAGS, PAPER TOWELS, TOILET PAPER, FACIAL TISSUE, ETC	477.58
313468	NAYELI DUEÑAS	4/2/2026	12/17/25-03/03/26 - CLASSROOM MATERIALS, SNACKS	131.76
313499	NICHOLAS SILVA	4/21/2026	04/28/26-05/01/26 - MEAL PER DIEM - BOOST CONFERENCE	151.00
313505	Odyssey	4/23/2026	05/02/26 - EVENT RENTAL & ADMIN CHARGE - PROM PACKAGE	7,144.73
P089559	PACOIMA YOUTH ATHLETIC FOUNDATION	4/13/2026	SOFTBALL FIELD RENTAL	2,100.00
P090099	PACOIMA YOUTH ATHLETIC FOUNDATION	4/21/2026	BASEBALL FIELD RENTAL	2,100.00
313509	PARTNERS IN EDUCATION	4/28/2026	09/25 - SPED SERVICES - LVN, NURSE	9,807.50
313500	PAUL DURAN	4/21/2026	76 CF UNITED - GAS FOR VAN 76	30.01
P090102	PETER HUANG AND LORETTA HUANG	4/21/2026	03/12/26-04/13/26 - ELECTRIC CHARGES	517.32
313507	PETER HUANG AND LORETTA HUANG	4/24/2026	05/26 - RENT	4,094.50
P090517	PLANCONNECT	4/28/2026	01/26-03/26 - QUARTER FEE	100.00
313482	PRIMO BRANDS	4/13/2026	03/05/26-04/04/26 - WATER BOTTLED SERVICE	50.84
A031075	PRN NURSING CONSULTANTS, LLC	4/21/2026	03/09/26 - EPIPEN TRAINING	4,396.00
A031246	PRN NURSING CONSULTANTS, LLC	4/28/2026	03/24/26 - VISION, AUDIO, & SCOLIOSIS SCREENING	2,876.25
313483	PUROSERVE	4/13/2026	04/26 - EQUIPMENT RENTALS	508.23
313465	QUADIENT, INC	4/2/2026	04/05/26-07/04/26 - POSTAGE MACHINE LEASING	83.71
313475	REPUBLIC SERVICES #902	4/10/2026	04/26 - WASTE DISPOSAL SERVICE	1,817.88
313476	RICOH USA Inc.	4/10/2026	04/20/26-05/19/26 - COPIER LEASE	2,594.18
313488	RICOH USA Inc.	4/13/2026	01/01/26-03/31/26 - COPIER OVERAGES	8,058.65
313466	RUBEN DUENAS	4/2/2026	02/23/26-02/26/26 - MEAL PER DIEM - CCSA CONFERENCE	177.75
313513	RYAN BRADFORD	4/28/2026	03/02/26-03/09/26 - MILEAGE	45.82
313506	San Fernando Valley Japanese American Community Ce	4/24/2026	05/26 - RENT	13,237.00
A030691	SCOOT EDUCATION INC.	4/4/2026	02/17/26-02/20/26 - SUBSTITUTES	10,416.00
A030811	SCOOT EDUCATION INC.	4/10/2026	03/16/26-03/19/26 - SUBSTITUTES	24,932.87

Check #	Vendor Name	Date	Description	Amount
A030850	SCOOT EDUCATION INC.	4/13/2026	03/23/26-03/26/26 - SUBSTITUTES	6,953.00
A031078	SCOOT EDUCATION INC.	4/21/2026	04/08/26-04/10/26 - SUBSTITUTES	5,163.00
A031247	SCOOT EDUCATION INC.	4/28/2026	04/13/26-04/17/26 - SUBSTITUTES	6,580.00
313508	SFVJLI	4/24/2026	05/26 - RENT	1,875.00
313510	SIX FLAGS MAGIC MOUNTAIN	4/28/2026	05/22/26 - JUNIOR HIGH GRAD NITE PACKAGES	6,579.20
313470	SOUTHERN CALIFORNIA GAS COMPANY	4/2/2026	02/12/26-03/16/26 - GAS CHARGES	753.72
313502	SOUTHERN CALIFORNIA GAS COMPANY	4/21/2026	03/16/26-04/14/26 - GAS CHARGES	237.32
EFT04/29	Teresa Sale Benefits Consultant	4/29/2026	05/26 - HEALTH PREMIUMS, PRIOR PERIOD ADJUSTMENTS	131,782.88
P090101	THE CENTER FOR EFFECTIVE PHILANTHROPY	4/21/2026	FY25/26 - YOUTH TRUTH STUDENT SURVEY	3,000.00
313487	Think Together	4/13/2026	INSTALLMENT #9 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
P090516	THRIVEPASS, INC	4/28/2026	03/26 - FSA PAYMENT	377.63
313486	TIME WARNER CABLE	4/13/2026	04/26 - INTERNET ACCOUNT #93701, 03/26 - E-RATE ADJUSTMENT	309.90
P089445	UNUM	4/10/2026	04/26 - DISABILITY PREMIUMS	1,565.26
313478	VASHON NUTT	4/10/2026	04/02/26 - CERTIFIED LETTER PWN TO PARENTS	24.80
313501	YOLANDA FUENTES	4/21/2026	03/13/26-06/30/26 - REFEREE FEES	3,610.00
				558,341.91

Coversheet

ExED Agreement for FY 2026-27

Section: V. Items Scheduled For Action
Item: B. ExED Agreement for FY 2026-27
Purpose: Vote
Submitted by:
Related Material: YPI CS - ExED Notice of Terms Supplement 2026-27.pdf

**EXCELLENT EDUCATION DEVELOPMENT BUSINESS SERVICES AGREEMENT
- NOTICE OF TERMS SUPPLEMENT**

Reference is made to that certain Excellent Education Development Business Services Agreement between YPI Charter Schools, Inc, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 1st day of July 2025 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless ExED receives a Notice of Non-Renewal within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from July 1st of the year in which this Notice of Terms Supplement (“Notice”) is delivered on the same terms and conditions as contained in the Agreement and as modified by any prior Notices, except as expressly set forth below.

1. SERVICE FEES AND RELATED EXPENSES.

a. ExED’s fees and related charges are hereby amended, modified, and/or supplemented as follows:

(i) Effective July 1st of the current year, ExED’s fees are hereby changed as follows:

(1) Basic Fees: The Client shall pay ExED a total of \$26,222.50 per month (i.e., \$314,670 per annum) for the Basic Services. For clarification, the Basic Fees include CALPADS Reporting fees of \$3,625.00 per month (i.e., \$43,500 per annum).

(ii) Effective July 1st of the current year, ExED’s other fees are increased as follows:

- | | | |
|-----|---|----------|
| (1) | School Finance and Accounting (if applicable) | |
| | a. Budgets for new charter petitions | \$3,850 |
| | b. Rush checks (per check) | \$41 |
| | c. Facility financing work (per hour) | \$154 |
| | d. SpendBridge AI invoicing (per invoice) | \$1.30 |
| (2) | Payroll Processing and Retirement Reporting (if applicable) | |
| | a. Late payroll submission (per pay period) | \$148 |
| | b. Supplemental payroll (per check) | \$58 |
| | c. Prior pay period adjustment (per employee) | \$350 |
| | d. STRS or PERS audit corrections (per hour) | \$154 |
| (3) | Data Management (if applicable) | |
| | a. Mid-year orientation workshops (per workshop) | \$225 |
| | b. The Client transitions to a new SIS – 1 School | |
| | i. Transition to Aeries or PowerSchool | \$3,550 |
| | ii. Transition to Another SIS | \$5,900 |
| | c. The Client transitions to a new SIS – 2+ Schools | |
| | i. Transition to Aeries or PowerSchool | \$7,100 |
| | ii. Transition to Another SIS | \$11,800 |

(4) The Supplemental Fee Schedule (per hour)

- a. VP or Director \$154
- b. Manager \$88
- c. Other Staff \$58

1. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

- a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices), shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for our long-standing partnership,

ExED:

By: Tait G. Anderson

Dated: April 30, 2026

Name: Tait G. Anderson

Title: CFO/COO

Coversheet

2026-27 YPICS Declaration of Need (CL-500)

Section: V. Items Scheduled For Action
Item: C. 2026-27 YPICS Declaration of Need (CL-500)
Purpose: Vote
Submitted by:
Related Material: 26-27 YPICS Declaration of Needs (CL-500).pdf

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

ATTACHMENT

LIST OF LOS ANGELES YPI CHARTER SCHOOLS, DBA BERT CORONA CHARTER SCHOOL,
MONSEÑOR OSCAR ROMERO CHARTER SCHOOL, AND BERT CORONA CHARTER HIGH SCHOOL

BCCS 19 64733 0106872

MORCS 19 64733 0114959

BCCHS 19 64733 0132126