Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Tuesday October 13, 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 (3) YPICS schools or via the Zoom link below:
https://us06web.zoom.us/j/83937677122

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	Opening Items			
A.	Record Attendance and Guests		Yesenia Zubia	
B.	Call the Meeting to Order		Mary Keipp	
C.	Additions/Corrections to Agenda		Mary Keipp	1 m
D.	Approval of August 31, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
E.	Approval of October 2, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

		Purpose	Presenter	Time
II.	**Communications**			**6:03 PM**
A.	Presentations from the Public	FYI	Mary Keipp	

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

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

Instructions for Presentations to the Board by Parents and Citizens

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

If you wish to make a public comment, please follow these instructions:

1. The public may attend in person or may join via Zoom. If joining in person, the public may complete a “Request to Address the Board” (on an agenda item or non-agenda item) card which will be available at the door. If joining via Zoom, the following procedures should be followed:

2. Speakers may attend the board meeting virtually through the Zoom invitation link on the top of the agenda.

	Purpose	Presenter	Time

3. A Google survey “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This survey will take the place of the “speaker cards” available at meetings. The form link is: https://bit.ly/YPICSspeakercard.

4. Speakers will fill in their names and select if they wish to address the board regarding a specific agenda item or a non-agenda item.

5. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.

6. Speakers should rename their Zoom profile with their real name to expedite this process.

7. After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

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

		Purpose	Presenter	Time
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

B.	Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
C.	Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
D.	Bert Corona Charter High School Executive Administrator's Report	FYI	Max Garcia	2 m
E.	YPICS Chief Operations Officer's Report	FYI	Ruben Duenas	2 m
F.	YPICS Executive Director Report	FYI	Yvette King-Berg	2 m

IV. Consent Agenda Items — 6:18 PM

A. Background

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

B.	Consent Items	Vote	Mary Keipp	1 m

1. Recommendation to approve updated YPICS EL Master Plan along with any legislative updates.

V. Items Scheduled For Action — 6:19 PM

A.	YPICS FY26-27 August Financials	Vote	Irina Castillo	5 m

		Purpose	Presenter	Time
	This is a recommendation from administration to approve the YPICS August 2026 financials and check registers as submitted.			
B.	Recommendation to Approve Updated Conflict of Interest Policy	Vote	Yvette King-Berg	5 m
	This is a recommendation from administration to approve the updated Conflict of Interest Policy.			
C.	Recommendation to Approve Updated Conflict of Interest Code	Vote	Yvette King-Berg	5 m
	This is a recommendation from administration to approve the updated Conflict of Interest Code.			

VI. Announcements — 6:34 PM

A.	Next Board Meeting	FYI	Yvette King-Berg	2 m
	The next YPICS Regular Board Meeting is scheduled for November 9, 2026 in the Conference Room of the Learning & Support Center Office and streamed via Zoom.			
B.	Future Board Meetings			

- November 9, 2026
- December 7, 2026
- February 1, 2027
- March 1, 2027
- March 29, 2027
- April 26, 2027
- May 17, 2027
- June 14, 2027
- June 28, 2027

VII. Closing Items — 6:36 PM

A.	Adjourn Meeting	Vote	Mary Keipp

Coversheet

Approval of August 31, 2026 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of August 31, 2026 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on August 31, 2026

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Monday August 31, 2026 at 6:00 PM

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 (3) YPICS schools or via the Zoom link below:
https://us06web.zoom.us/j/83257262192

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

Trustees Present
C. Lopez, M. Green, M. Keipp

Trustees Absent
S. Mendoza

Guests Present
Chrisine Sihn, staff (remote), D. Rios (remote), F. Zepeda, I. Castillo, J. Osorio, Jorge Ramos, Public (remote), K. Gamez (remote), K. Myers, M. Garcia, R. Bradford, R. Duenas, Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Aug 31, 2026 at 6:04 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of June 29, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 06-29-26.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Approval of June 29, 2026 Public Board Hearing Minutes

C. Lopez made a motion to approve the minutes from YPICS Public Hearing: LCAPS on 06-29-26.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

II. Communications

A. Presentations from the Public

Chrisine Sihn, a teacher at Monsenor Oscar Romero Charter School presented to the Board. She spoke on the teacher calendar for the FY 26-27 and asked the Board to clarify what pupil free days means at YPICS. Ms. Sihn was advised to follow up with her school executive administrator as the appropriate process.

B. Public Hearings

1. **Independent Study** – California Education Code (EC) Section 51747: The Board will encourage participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at YPI Charter Schools for the 2026-2027 school year.

2. Sufficiency of Instructional Materials - Education Code (EC) Section 60119: The Board will encourage participation from parents, teachers and community members regarding the sufficiency of textbooks and instructional materials for each student.

3. Comprehensive School Safety Plan - Education Code (EC) Section 46393: The Board will encourage participation from parents, teachers and community members regarding the Comprehensive School Safety Plan, which complies with EC § 32282, including the required instructional continuity provisions.

There were no members of the Public who wished to present on any of the Public Hearing topics.

III. Items Scheduled for Information

A. Board Committee Updates

Academics: Board Academic Chair Lopez reported that he will schedule a meeting in September to review beginning-of-school-year data and action plans.

Finance: The Finance Committee has not met yet this year and expects its next major task to be monitoring the audit process and outcomes. In the meantime, we will continue to monitor the organization's fiscal health as a committee. The whole committee reviews our fiscal health monthly through Iirna's updates and reports.

Ad Hoc Governance Board Selection Committee: Board Chair Mary Keipp reported two candidates were interviewed and one is being recommended to the Board to join as a Board Member.

B. Bert Corona Charter School Executive Administrator's Report

Dr. Myers reported that over the summer, our team completed our annual strategic planning cycle to prepare for this school year. This process includes data review and deep dives, driving document review (e.g., LCAP and Oversight report), and an analysis of root causes for any gaps or issues found in the data. Using that information, our teams completed logic models that outline their goals and the work that needs to be done to accomplish those goals. The logic models follow the WASC logic model design, ensuring our practice aligns with research-based practices from the accrediting commission for schools.

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

Mr. Zepeda reported, As we begin the 2026–27 school year, MORCS is focused on building strong systems, strengthening partnerships with families, and using data to drive continuous improvement. This month's report highlights our strategic priorities for the year, the successful launch of the school year through Back to School Night, and our first i-Ready benchmark results, which will guide our instructional planning and student support moving forward.

Instruction:
Our instructional priorities are centered on accelerating student achievement while providing meaningful support and development for teachers.
Key goals include:

● Reduce the percentage of students performing at the Emerging level in Mathematics to below 50%.

● Reduce the percentage of students performing at the Emerging level in ELA to below 40%.

● Provide consistent support to teachers focused on goals, growth, and professional development.

School Culture & Climate
Our culture and climate goals focus on strengthening positive recognition, proactive behavior supports, and restorative practices.

Operations
Our Operations goals focus on creating systems that support student attendance, responsible resource management, and sustainable enrollment.

Community Schools
Our Community Schools goals focus on ensuring students and families have access to needed resources while creating opportunities that expand students' understanding of their futures beyond middle school.

See full report for key priorities and metrics for School Climate & Culture, Operations, and Community Schools departments.

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

Academics
Instructional Leadership Partnership and Support: Bert Corona Charter High School has strengthened its instructional leadership through a strategic partnership with Dr. Kevin

Myers, who is guiding and supporting Max Garcia, Executive Administrator, and Nestor Garcia, Coordinator of Instruction, through an ongoing process of reflection and exploration around effective teaching practices. Rather than a one-time rollout, this is a collaborative inquiry: together we are co-developing instructional "must-dos" and clear "look-fors" for Standards-Based Grading, and examining classroom structural routines — such as strategic student conferencing and scaffolded collaborative grouping — to understand what works best for our students. This exploration is directly shaping our weekly professional development and Critical Friends Group (CFG) protocols, ensuring our PD stays closely calibrated to real classroom data, assessment results, and evidence-based teaching strategies rather than existing in isolation. This ongoing, inquiry-driven partnership is helping us build shared understanding and coherence in our classroom delivery across all departments, and ensuring our academic programs are well positioned for our upcoming Charter Renewal.

NWEA
Fall 2026 NWEA MAP Growth Fall 2026 testing is underway across all grade levels, giving teachers and administrators real-time data on student progress in reading and mathematics so instruction can be targeted to individual student needs. i-Ready testing is also almost complete; together, these two assessments will provide a complementary diagnostic picture that informs our Multi-Tiered System of Supports (MTSS) and guides intervention planning for the remainder of the year.

LA Mission College
Our Dual Enrollment partnership with Los Angeles Mission College has grown significantly this year, expanding from two course offerings to four: Art 201, Photography 001 (offered in two sections), Kinesiology (offered in two sections focused on jogging and body-conditioning), Psychology, and Sociology. Most notably, for the first time in school history, our entire student body is now dually enrolled in college-level coursework. Reaching 100% participation required a monumental, coordinated effort by our College & Career team, teaching staff, and school leadership to register all 186 students through the Los Angeles Community College District (LACCD) enrollment system—verifying eligibility, securing course seats, and troubleshooting registration barriers on a compressed timeline. Beyond the cost savings this provides our families, full dual enrollment participation strengthens every student's transcript and college readiness as they prepare for the college application process.

See full report for updates on College & Career, School Climate & Culture, and Athletics.

E. YPICS Chief Operations Officer's Report

Facilities
Bert Corona Middle School
Two summer projects are still in progress. The “Wellness Center” is still being installed and is expected to be completed at the end of September. 4 air conditioning units are still

en route: 2 will be delivered in early September, and the remaining 2 at the end of September.

Monseñor Oscar Romero Charter School
Several small projects are being assessed and will be brought to the board at a later date. The biggest concerns are the flooring in one classroom and possible roof leaks.

Bert Corona Charter High School
For the first time in a long time, there are no repairs needed at BCCHS.

Community Schools

The Children and Youth Behavioral Health Initiative (CYBHI)
The program continues to be developed and implemented. Staff will make a full presentation at the next board meeting.

Attendance Recovery Program
For the 25-26 school year, staff piloted small AR program efforts at each site. The middle school paid staff with ELOP funds, so all AR funds the middle schools received are additional revenue. BCCHS does not have ELOP funds, and the AR program needs to fund itself. The High School paid $535 for 38 days of tutoring. We need to continue to build better outreach and tracking systems for the AR program. Staff believes the effort will pay off in the end with additional academic support for students and additional revenue.

F. YPICS Executive Director Report

Strategic Plan:
Goals for 2026-2027 As we begin the 2026–2027 school year, we reflect on how well our scholars did in the 2025- 2026 school year. YPI Charter Schools remain focused on the goals outlined in our tweaked Strategic Plan*. Guided by this year's theme, "Working Collaboatively Together as we go from Good to Great 2.0! The work is not done. We celebrate the Greatness we achieved together last year. But we can ane we will do better. Together!" is the path to continue to move from good to great together and in community, we recognize that every decision, every interaction, and every learning opportunity can lead to growth and every member of the community (scholars, parents, teachers, staff, and administrators) has greatness within them and has the capacity to learn, grow and succeed. Whether that growth is personal, professional, academic, or organizational, we are committed to using every minute with purpose, finding ways to improve ourselves and everyone around us. This includes growing our impact on student achievement, expanding our support systems, strengthening our workforce, and preparing for future opportunities to serve more families.

New Teacher Training & Returning Staff YPICS Professional Development Days:

New Teacher Training: July 29 - July 31, 2026 Our comprehensive four-day new teacher training program was designed to fully immerse our incoming educators in the organizational culture and equip them with the essential tools for a successful start. The training blended foundational principles, instructional best practices, and community-building strategies.

The focus for our returning teachers and staff was a collaborative effort aimed at increasing student achievement in both writing and mathematics. This professional development was designed to foster cross-disciplinary collaboration and create consistent learning expectations across our schools. Our partnerships with iReady Math, LACOE, UCLA Math Project, & Thinking Nation will continue to focus on rigor. The upcoming LACOE training will focus on CERS and data. We will continue to find better ways to support our Multilingual Learners and our students with IEPs.

Bert Corona Charter Renewal

This is the 8th time that BCCS has participated in the charter renewal process. Bert, along with 7 other charters, submitted renewal Petition applications on Thursday, August 20th. BCCS is part of cohort 2 for this school year. 14 schools submitted for renewal in August. 42 were submitted together in July 2026. We will hear back in 6 weeks. Next steps: Public Hearing, Tuesday, September 15, 2025.

IV. Consent Agenda Items

A. Background

B. Consent Items

M. Green made a motion to approve the consent agenda items.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
C. Lopez	Aye
M. Keipp	Aye
S. Mendoza	Absent
M. Green	Aye

V. Items Scheduled For Action

A. Recommendation to approve Board Candidate Dr. Tony Jake to the Board of Trustees

C. Lopez made a motion to approve Dr. Tony Jake as a Board Member beginning September 1, 2026.
M. Green seconded the motion.
Dr. Jake will be out of the country taking community college students on an International trip to Africa. Therefore, her first official board meeting will be in November. We welcome. Dr. Jake to the YPICS Board.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Lopez made a motion to approve Dr. Tony Jake as a Board Member beginning September 1, 2026.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Recommendation to approve the YPICS Independent Study Agreement for 2026-2027

M. Green made a motion to approve the YPICS Independent Study agreement for FY2025-26.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Recommendation to approve Resolution #2026-0831-01: Sufficiency of Instructional Materials

C. Lopez made a motion to approve board resolution #2026-083101: Sufficiency of Instructional Materials.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp	Aye

Roll Call

M. Green Aye
C. Lopez Aye
S. Mendoza Absent

D. Recommendation to Approve the YPICS Comprehensive School Safety Plan

C. Lopez made a motion to approve the updated YPICS comprehensive School Safety Plan.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Recommendation to Approve Revised YPI Charter Schools Student Smartphone Policy

C. Lopez made a motion to the revised YPI Charter Schools Student Smartphone Policy.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

F. YPICS FY25-26 June Financials

C. Lopez made a motion to approve the June 2026 YPICS financials and check registers as submitted.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

G. YPICS FY25-26 Unaudited Financials

M. Green made a motion to approve the FY2025-26 Unaudited Financials.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

H. YPICS FY25-26 Prop 28 Reports

C. Lopez made a motion to approve the FY2025-26 Prop 28 Report.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

VI. Announcements

A. Next Board Meeting

The next regular board meeting will be Monday, September 28, 2026.

B. Future Board Meetings

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:21 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of October 2, 2026 Regular Board Meeting Minutes

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

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Friday October 2, 2026 at 3:30 PM

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 (3) YPICS schools or via the Zoom link below:

https://us06web.zoom.us/j/87119740950

Board members will be calling in from:
405 Hillgard Avenue, Los Angeles, CA 90024
6934 Enfield Avenue Reseda, CA 91335
17037 Chatsworth Street, Granada Hills, California 91344

Trustees Present
C. Lopez (remote), M. Green (remote), M. Keipp (remote)

Trustees Absent
None

Guests Present
K. Myers (remote), M. Garcia (remote), R. Duenas (remote), Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Friday Oct 2, 2026 at 3:46 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled For Action

A. Recommendation to approve the BCCHS Prop 39 Over-Allocation Space invoice for FY25-26

C. Lopez made a motion to approve the LAUSD FY25-26 Proposition 39 Over-Allocated Space invoice for Bert Corona Charter High School in the amount of $83,436.04.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp Aye
M. Green Aye
C. Lopez Aye

IV. Announcements

A. Next Board Meeting

The next board meeting will be held at the Learning and Support Center on Tuesday, October 13, 2026.

B. Future Board Meetings

- November 9, 2026
- December 7, 2026
- February 1, 2027
- March 1, 2027
- March 29, 2027
- April 26, 2027
- May 17, 2027
- June 14, 2027

• June 28, 2027

V. 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 3:53 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:	26-27 BCCS EA BoD Report (September_October).pdf

BERT CORONA CHARTER SCHOOL

Board Report
Dr. Kevin Myers, Executive Administrator
October 13, 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

Instruction this year has continued to focus on supporting our multilingual learners and our students with special needs. We have dedicated 3 hours per week after school for co-planning, and we have clarified the process and procedure for the co-planning process. Recently, we hosted a SPED PD series in which we had each team evaluate their co-teaching and co-planning practices with the lens of how well they are supporting our students with special needs. This series ended with our new Coordinator of Special Education, Tawanda Sanon, leading a training on accommodations and the blend between special education services and the general education classroom. To further support these efforts, we have also held 2 academic parent nights this year, one focused on Multilingual Learners and one for families of students with special needs. Our next PD series will be led by Mr. Bradford, our YPICS Director of Technology, and it will be focused on AI and tech integration. Additionally, we have continued our partnerships with the UCLA Math Project and LACOE, pushing data use and engaging strategies to support all learners in the classroom. We are also continuing our partnership with iReady to enhance our use of the curriculum to support all learners.

We are always pushing our teachers to improve and refine practice for our kids. Below (next page), you can see our 6th grade team's rating of their implementation of co-teaching and co-planning with their action steps included at the end. All grade levels and teams completed this rubric in collaboration with their SPED resource teacher and the ELD team.

BERT CORONA CHARTER SCHOOL

Co-Planning & Co-Teaching Collaboration Rubric

Scoring Scale	
4-Exemplary	Collaboration is seamless, highly proactive, fully role-aligned, and centered on (UDL) and student outcomes.
3-Proficient	Core expectations are consistently met, roles are defined, planning follows schedule norms, and supports are planned.
2-Developing	Collaboration occurs sporadically/incompletely, roles are unclear, or planning focuses primarily on content without consistent accommodations.
1-Beginning	Minimal or no collaborative planning/teaching; team members work in isolation or do not fulfill established responsibilities.

Section 1: Foundation & Team Readiness				
Criteria	**4-Exemplary**	**3-Proficient**	**2-Developing**	**1-Beginning**
Foundational Alignment & Self-Awareness	• Completed and shared the **CoWrc Questionnaire** at the start of the year. • Team actively uses insights to build trust, set team norms, and optimize	• Completed and shared the **CoWrc Questionnaire** at the start of the year to build self-awareness and	• Completed the **CoWrc Questionnaire**, but insights are rarely referenced or used to guide working relationships.	• Did not complete or share the **CoWrc Questionnaire** • No formal team alignment

BERT CORONA CHARTER SCHOOL

2	partnership strengths.	establish team norms.		or norms established.
Attendance & Punctuality	• All team members (GenEd, RSP, ELD, Para, BII) arrive promptly for all scheduled Monday (co-planning) & Thursday (refine) sessions with required curriculum materials open and ready.	• Team members consistently attend designated Monday co-planning time with required materials accessible.	• Attendance is inconsistent, or team members frequently arrive late/unprepared for co-planning/ refine sessions.	• Co-planning sessions are regularly missed, canceled, or treated as optional.

Section 2: Co-Planning Workflow & Roles				
Criteria	**4-Exemplary**	**3-Proficient**	**2-Developing**	**1-Beginning**
GenEd Role Execution (Content &	• GenEd teacher leads presentation of content	• GenEd teacher provides standard/objective/pacing	• GenEd teacher shares general	• GenEd teacher frequently misses

Curriculum)	standards, unit objectives, and scope/sequence (iReady pacing) • Inputs core lesson plan details in template for all to access.	details and completes the core lesson plan draft prior to or during co-planning.	topic for the week during planning but lesson plan is incomplete • Other participants do not have a chance to collaborate on the lesson plan	co-planning or does not bring general lesson plan information to co-planning.
RSP & ELD Role Execution (Accessibility & Differentiation)	• RSP and ELD specialists proactively design specific UDL scaffolds, accommodations, modifications, and language supports tailored to individual student needs (IEPs, 504s, ELD levels).	• RSP and ELD specialists review objectives and apply necessary accommodations, modifications, and student accessibility supports.	• Accessibility relies on surface-level changes • RSP/ELD input is reactive rather than integrated during planning.	• RSP and ELD supports are not planned in advance, leaving differentiation to be improvised during instruction.

BERT CORONA CHARTER SCHOOL

Paras, Tutors & BII Integration (PP/T/BI/AA)	• (PP/T/BI/AA) make proactive recommendations for student supports • BIIs attend planning as student advocates, take detailed lesson notes, and outline specific behavioral/instructional actions for their target students.	• (PP/T/BI/AA) ask clarifying questions and discuss support plans. • BIIs attend co-planning, review student expectations, and note their support actions.	• (PP/T/BI/AA) are present but passive during planning • Roles and student expectations during the lesson remain vague.	• (PP/T/BI/AA)are excluded from planning, unaware of lesson expectations, or lack clear support tasks.

Section 3: Materials, Co-Teaching Execution & Debrief				
Criteria	**4-Exemplary**	**3-Proficient**	**2-Developing**	**1-Beginning**
Material Creation & Off-Time	• Materials and differentiated supports are assigned during co-planning, created collaboratively, and	• Differentiated materials and lesson supports are assigned during co-planning and	• Material preparation is rushed, incomplete, or left to	• Materials are not created or adapted prior to

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Productivity	finalized well before delivery of lesson.	created before delivery of lesson.	a single team member.	instruction.
Co-Teaching Implementation & Model Diversity	• Co-teaching occurs regularly (at least weekly with RSP & Paras). • Teams purposefully select and execute appropriate co-teaching models based on instructional goals and student needs.	• Co-teaching occurs regularly (at least weekly) using planned roles and basic co-teaching models.	• Co-teaching occurs irregularly, or defaults strictly to a "One Teach, One Assist" model.	• Co-teaching does not occur • Instruction remains isolated to a single teacher.
Reflection, Assessment & Next Steps	• Regularly debriefs instruction after lessons and at the start of next planning. • Uses assessment data and lesson notes to refine next steps, adjust	• Briefly reflects on post-lesson on what worked for all learners, role execution, and adjustments needed for the	• Reflection is brief, unstructured, or focused only on behavior rather than instruction	• No reflection or debriefing takes place after

	supports, and try new co-teaching models.	next lesson or assessment.	al effectiveness and student growth.	instruction.

Next Steps:	**Lock in! - Make Thursdays more productive, run through the following week's lesson plans on Refine Thursdays. Have materials prepared beforehand to make any adjustments on Refine Thursdays.**

BERT CORONA CHARTER SCHOOL

Renewal

Our renewal process for BCCS has been going smoothly. We have had stakeholders regularly going to board meetings to speak on behalf of our school. We submitted our petition in August, and we just got our first set of revisions back on October 6th, so we are working on finalizing all of those updates before the upcoming deadline next week. Our next public hearing will be on 11/17, and we have already created a plan for that day, including who will be presenting, speaking, and supporting. Many parents and staff have volunteered to speak on behalf of our school at the hearing.

Parent Engagement

One of our goals this year is to increase parent engagement. As mentioned before, we have already held several academic focused evenings for our parents already, and we have a full parent engagement plan for the rest of the year. Some of our sessions include High School Preparation, College Readiness, Tech and Social Media Safety, Drug Awareness, Mental Health, and Attendance Awareness. We are also improving our School Advisory and Community School Advisory Council practices to increase parent voice. At our recnet Parent Engagement planning meeting, we had 7 parents sign up to participate in our various committees, including our School Advisory Council, and they agreed to help us recruit more parents during parent conferences!

In addition, we have enrolled a group of our parents into a parent ambassador program through the Department of Public Health of LA County. They are learning more about how to advocate for their school and the community, and how to lead workshops on campus for other parents.

Parent Ambassadors in Training		

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:	26-27 MORCS EA BoD Report October 13, 2026.pdf

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

YPICS Board Report
Freddy Zepeda, Executive Administrator

October 13, 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 continue into the 2026–27 school year, MORCS remains focused on strengthening instructional practices, fostering a positive school culture, improving student attendance, and creating meaningful opportunities for student growth. This report highlights our ongoing investment in inclusive education, the positive impact of student recognition, our efforts to support consistent attendance, and the launch of our athletics programs. Across each area, our team continues to build systems and provide opportunities that support the academic, social, and personal development of our students.

Instruction: Strengthening Special Education and Inclusive Practices

During the 2026–27 school year, MORCS is prioritizing the development of inclusive learning environments that better support students with disabilities. In collaboration with Adie Buchinsky from CHIME, we are hosting monthly professional learning meetings focused on strengthening Special Education practices and improving outcomes for students receiving special education services.

In August, Adie visited MORCS to facilitate focus panels with staff, providing an opportunity to assess our team's current practices, identify areas of need, and better understand the supports necessary to serve our students effectively. Since then, we have held two Special Education-focused meetings, including our September session facilitated by Adie.

Our primary focus this year is to strengthen co-planning and co-teaching practices so that students with disabilities have greater access to inclusive, supportive, and rigorous learning environments. Ms. Montiel, our Special Education lead teacher, will facilitate these monthly meetings throughout the year with continued support from Adie and CHIME.

Through this ongoing collaboration, we aim to build staff capacity, strengthen instructional partnerships, and ensure that all students have meaningful opportunities to access grade-level instruction and succeed in the classroom.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

	Monday 2:10pm-4:00pn	Tuesday 2:58pm-4:00pm	Wednesday 2:58pm-4:00pm	Thursday 2:58pm-4:00pm	Friday
Week 1	Committee Co-Planning	6th Grade Meeting All other GLs - Planning Time	7th Grade Meeting All other GLs - Planning Time	8th Grade Meeting All other GLs - Planning Time	Planning Time
Week 2	PL Co-Planning	Planning Time	Department Meetings	Planning Time	Planning Time
Week 3	Committee Co-Planning	6th Grade Meeting All other GLs - Planning Time	7th Grade Meeting All other GLs - Planning Time	8th Grade Meeting All other GLs - Planning Time	Planning Time
Week 4	PL Co-Planning	Planning Time	SPED Meetings	Planning Time	Planning Time

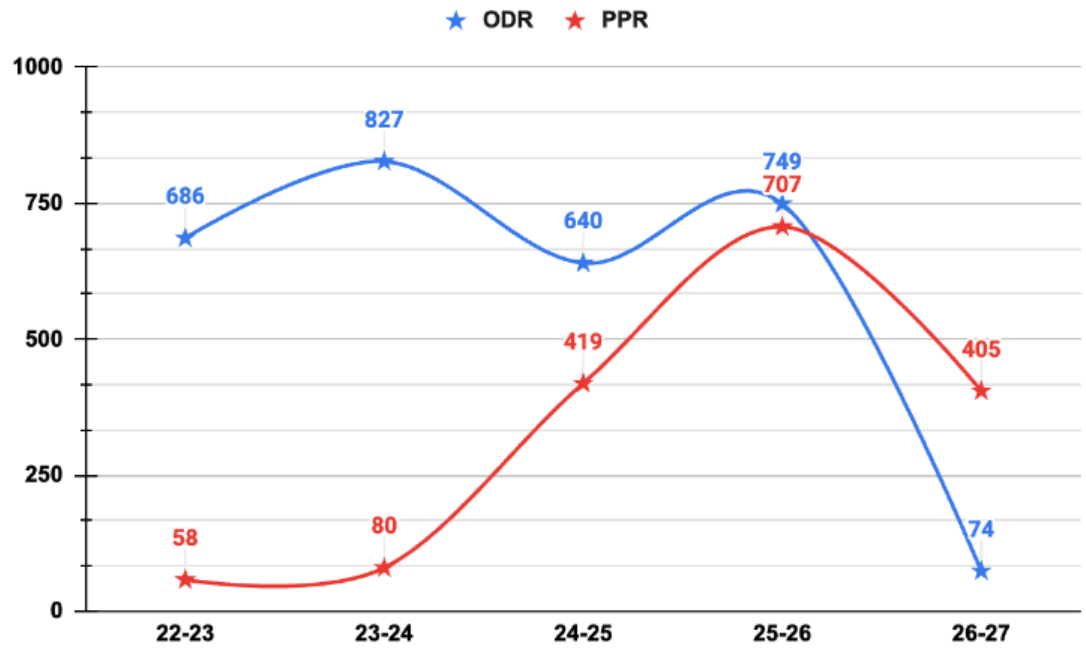
School Culture & Climate: Recognizing Positive Student Behavior

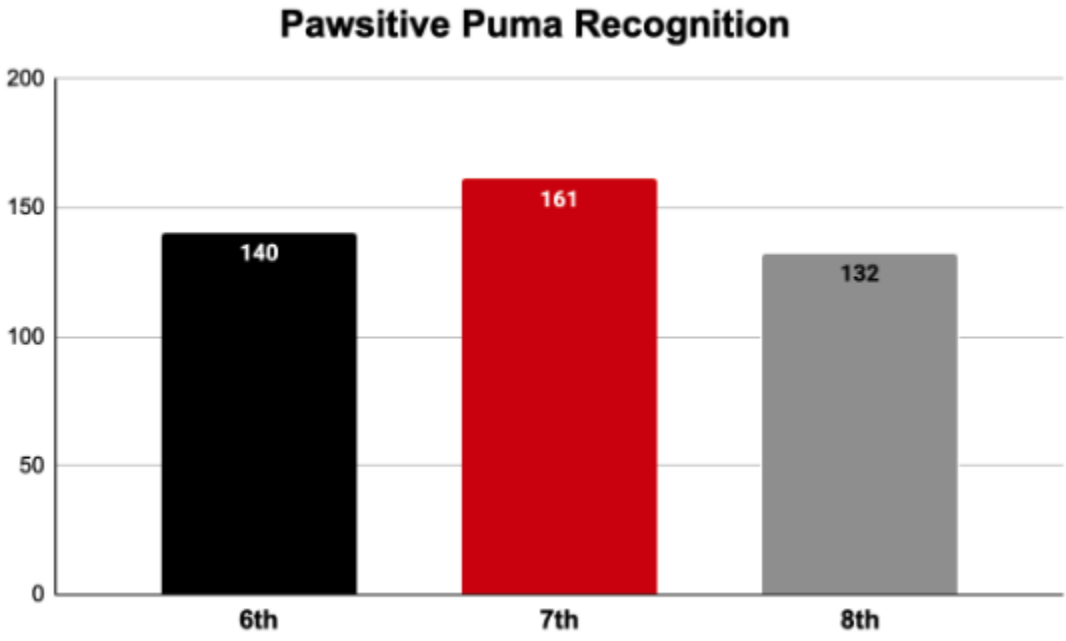
MORCS continues to build a positive school culture by emphasizing recognition, relationship-building, and proactive behavior support. To date, our team has submitted 405 Positive Puma Referrals (PPRs), compared with 74 Office Discipline Referrals (ODRs). This emphasis on recognizing positive behavior reinforces our expectations while ensuring that students are acknowledged for their contributions to our school community.

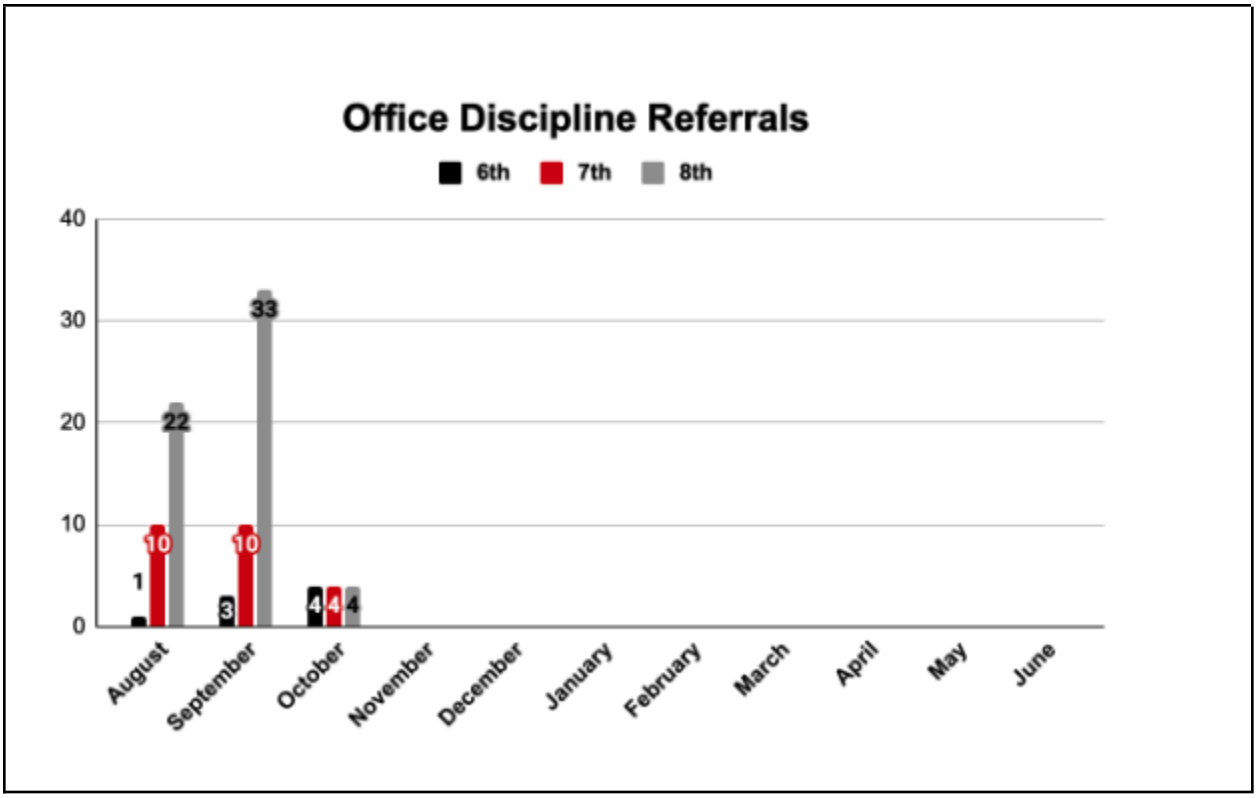
Our staff have played an important role in this effort by consistently identifying and celebrating students who demonstrate positive behaviors. We also recognize staff contributions during our Monday professional development meetings, acknowledging team members who actively participate in submitting PPRs and reinforcing our schoolwide culture of recognition.

These efforts reflect our commitment to creating an environment where students feel seen, valued, and encouraged to make positive choices. We look forward to sustaining this momentum and continuing to strengthen a school culture grounded in positive relationships, high expectations, and shared responsibility.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL







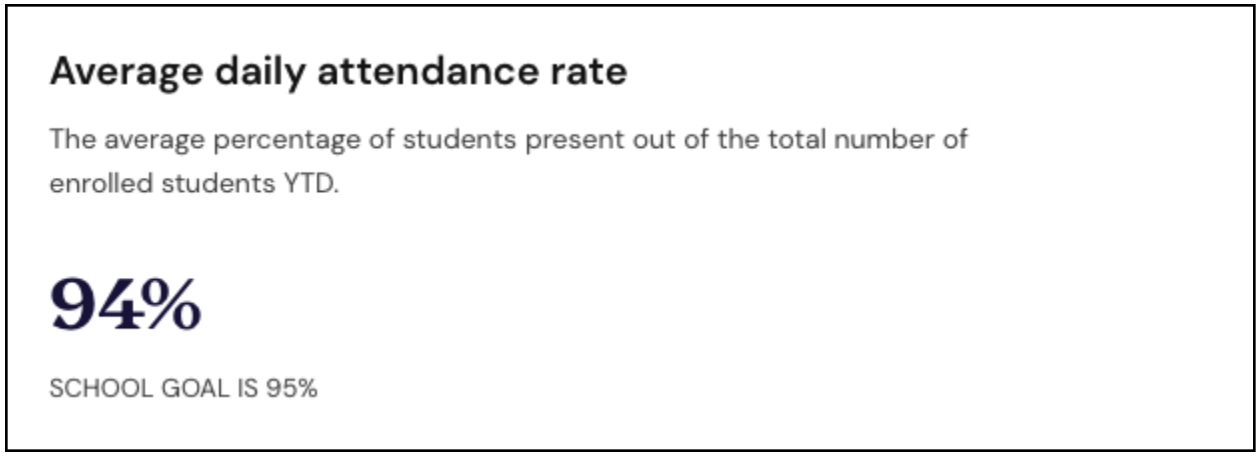
Operations: Improving Student Attendance and Family Engagement

Our current daily attendance rate is 94%. While we continue working toward our schoolwide attendance goal, our team is taking a proactive and individualized approach to addressing barriers that prevent students from attending school consistently.

Our efforts include helping families navigate transportation needs, identifying appropriate interventions and resources through our Multi-Tiered System of Supports (MTSS) meetings, and conducting home visits when necessary to establish contact with families and determine appropriate next steps.

These efforts reflect our understanding that attendance challenges can stem from a variety of circumstances and that improving attendance requires strong partnerships among school staff, students, and families. By identifying barriers early and connecting families with appropriate

supports, we aim to improve consistent attendance and ensure students have regular access to instruction and school-based resources.



Athletics: Building Student-Athletes Through Participation and Growth

MORCS athletics are underway, with students participating in girls' volleyball, cross country, and flag football. Our scholar-athletes have been training and preparing for their respective seasons, demonstrating commitment to developing their athletic skills and working collaboratively with their teammates.

Athletics provide valuable opportunities for students to build discipline, perseverance, teamwork, and sportsmanship while balancing their academic responsibilities. As our teams progress through their seasons, we look forward to seeing our student-athletes continue to grow both on and off the field and court.

Through our athletics program, we remain committed to providing students with meaningful extracurricular experiences that strengthen school connectedness, promote personal growth, and reinforce the values of being a MORCS Puma.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL



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 Report 10_26.pdf

BERTCORONA CHARTER HIGH SCHOOL

Board Report
Max Garcia, Executive Administrator
October 12, 2026

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

Academics

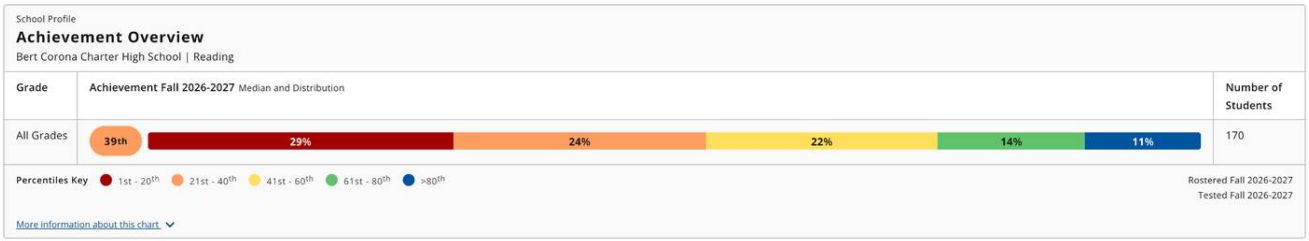
NWEA Fall 2026

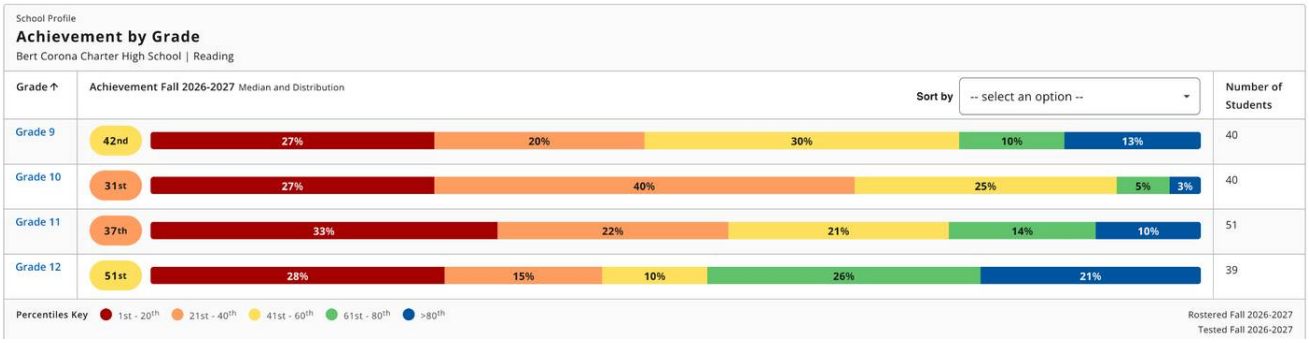
The Fall 2026 NWEA MAP Growth assessment establishes our baseline for the 2026–27 school year, with 170 students tested in Reading and 169 in Mathematics. Key findings:

- **Reading is ahead of Mathematics.** The schoolwide Reading median is the 39th percentile, compared to the 27th percentile in Math. Nearly half of students (47%) score in the average range or above in Reading, compared to about one-third (35%) in Math.
- **Grade 12 is performing at national norms in both subjects** (Reading median 51st percentile; Math median 50th), with most seniors scoring at or above the 41st percentile (57% Reading, 63% Math).
- **Grade 10 is our highest-priority cohort.** Tenth graders have the lowest medians in both subjects (31st percentile Reading, 17th Math), with roughly two-thirds or more scoring below the 41st percentile.
- **Mathematics foundations are a schoolwide need in grades 9–11.** Between 72% and 76% of students in each of these grades score below the 41st percentile, and 44% of all students tested score in the lowest band (1st–20th percentile).
- **Next steps:** Results will guide targeted Reading intervention for Grade 10 and structured Math support for Grades 9–11 through our MTSS process. Winter NWEA results will be used to measure growth from this baseline.

BERT CORONA CHARTER HIGH SCHOOL

Fall NWEA MAP Achievement Overview — Reading

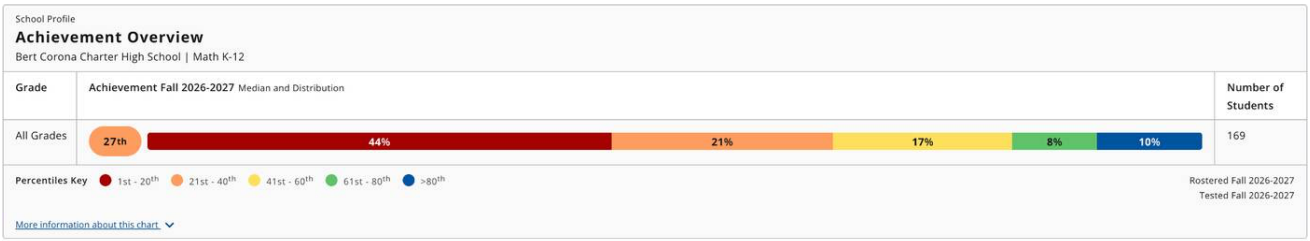


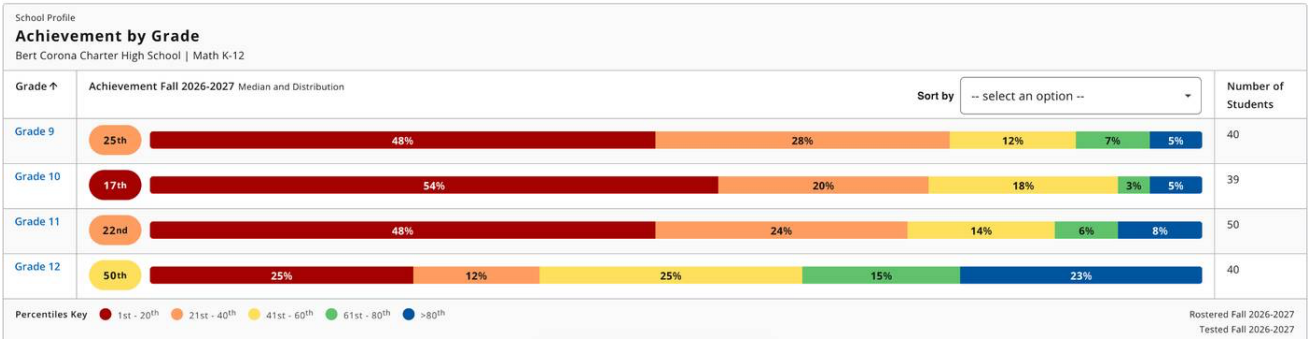


- ***Schoolwide (Median: 39th Percentile):*** *47% of students score in the average to high-average percentile ranges.*
- ***Grade 9 (Median: 42nd Percentile):*** *Demonstrates a strong baseline, with 53% of students performing at or above the national average band.*
- ***Grade 10 (Median: 31st Percentile):*** *Identified as a primary target for reading intervention, as 67% of students fall into lower achievement tiers.*
- ***Grade 11 (Median: 37th Percentile):*** *Displays a steady performance core, with 45% of students in the average to high-average bands.*
- ***Grade 12 (Median: 51st Percentile):*** *Performing at national norms, with 57% of students achieving at or above the 41st percentile.*

BERT CORONA CHARTER HIGH SCHOOL

Fall NWEA MAP Achievement Overview — Mathematics





- ***Schoolwide (Median: 27th Percentile):*** *35% of students demonstrate achievement within the average to high-average percentile ranges.*
- ***Grade 9 (Median: 25th Percentile):*** *Identifies a critical need to reinforce foundational skills, with 76% of students performing in lower achievement tiers.*
- ***Grade 10 (Median: 17th Percentile):*** *A primary focus for mathematics intervention support, with 74% of students in lower achievement bands.*
- ***Grade 11 (Median: 22nd Percentile):*** *Designated as a target area for structured academic support, with 72% of students scoring in lower performance tiers.*
- ***Grade 12 (Median: 50th Percentile):*** *Demonstrates alignment with national benchmarks, with 63% of students performing at or above the 41st percentile.*

College & Career

Paid Work Experience — Mission College & Goodwill Partnership

In mid-September, BCCHS partnered with Mission College and Goodwill to offer paid work experience and job opportunities for teens and young adults. Eligibility is based on program criteria, including CalWORKs, CalFresh, homelessness, probation, LGBTQ+ identity, or any disability. To date, **6 students** have been enrolled in the program.

Through our conversations with Mission College and Goodwill, BCCHS and the middle school were approved as work sites, allowing students to work on campus without the barrier of arranging transportation to an outside job site. Next steps are to create the on-site positions, orient students, and ensure participants leave high school with meaningful work experience to build their resumes.

BERTCORONA CHARTER HIGH SCHOOL

School Culture and Climate

Positive Recognitions

Positive recognitions continued to trend upward in September, increasing from **5 positive recognitions in August** to **25 in September**. This fivefold increase reflects our continued efforts to recognize students for making positive choices and meeting schoolwide expectations. SCC will continue working with staff to highlight and celebrate students for their positive contributions to our school community.

Athletics — LA Rams Flag Football Pilot Program

BCCHS was invited to participate in a pilot flag football program with the **LA Rams** and is one of four schools in the Valley participating. Games began on September 26 and continue every Saturday through early November. This opportunity gives our student-athletes another way to compete, represent BCCHS, and participate in a new athletic experience.

Athletics — CIF LA City Section Board of Managers

BCCHS was selected to participate on the **CIF LA City Section Board of Managers**, with Athletic Director Julio Herrera representing Bert Corona and the Valley section. This gives BCCHS a voice at the CIF level and an opportunity to help represent charter schools within our section. At the first meeting, BCCHS voted in favor of adding Boys Flag Football to fall athletics for the 2027–28 school year.

Operations

Enrollment Profile: As of October 8, 2026

BCCHS enrollment stands at **190 students** across grades 9 through 12.

Grade Level	9th	10th	11th	12th	Total
Enrollment	48	46	54	42	**190**

On October 2, one student was disenrolled to attend an online school. The student had been identified as chronically absent.

Facilities — Williams Facility Inspection

On **October 5, 2026**, the Los Angeles County Office of Education conducted BCCHS's Williams Facility Inspection. BCCHS earned an overall score of **98.14%**, for a school rating of **Good**. The inspector evaluated 18 areas of campus, including 8 of our 13 classrooms. Ahead of the visit, Ms. Fuentes walked the campus with the CPM and the Plant Manager, and identified minor improvements and corrections for the district to complete.

- **Rated Good (100%):** Systems, Cleanliness, Electrical, Safety, Structural, and External.
- **Interior Surfaces (88.24%, Fair):** Missing, damaged, or loose ceiling tiles in Classroom 47 and the Gym.

- **Restrooms/Fountains (96.88%, Good):** One sink/fountain not working in Classroom 11. All restrooms and locker rooms had no deficiencies.
- **Uniform Complaint Procedure (UCP) notices:** The UCP form was not posted in six classrooms and the main office. This finding did not affect the score.
- **Next steps:** Work with the district to replace the ceiling tiles and repair the Classroom 11 sink/fountain, and post the UCP notice in every classroom and the office.

Family Engagement & Attendance

- Began scheduling conferences for October 12, 15, and 16.
- Continuing outreach to families to increase parent participation in meetings and to support school attendance.

Community Schools

Vision 2 Learn — Vision Services Partnership

BCCHS partnered with Vision 2 Learn to provide vision services to our students this school year. Vision 2 Learn provides eye exams and glasses at no out-of-pocket cost to our families.

- **Pre-screening (Monday, September 28):** A clinician pre-screened students and identified **82 students** in need of glasses.
- **Eye exams (Thursday, October 1):** The mobile clinic, staffed by a licensed optometrist, examined 22 of the 82 students. Vision 2 Learn scheduled two additional mobile clinics on Friday, October 2, to see the remaining students.
- **Frames and delivery:** Once all exams are completed, Vision 2 Learn will return so all 82 students can select frames; glasses will be delivered 3–4 weeks later.
- **Participation:** As of October 1, only one student had opted out of the program.

Coversheet

YPICS Chief Operations Officer's Report

Section:	III. Items Scheduled for Information
Item:	E. YPICS Chief Operations Officer's Report
Purpose:	FYI
Submitted by:	
Related Material:	COO Report 8-28-26 (1).pdf COO Report 10-13-26.pdf

Chief Operations Officer Report
August 31, 2026

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

Operations

Enrollment

BCCHS and MORCS are currently below our target enrollment numbers by -19 and -2 respectively. BCCS is 2 over the enrollment target. Staff will make budget adjustments based on the enrollment numbers.

25-26 Target Budget Enrollment			
Grade Level	**BC**	**OR**	**HS**
5	6		
6	108	**92**	
7	120	**78**	
8	118	**118**	
9			45
10			46
11			53
12			42
Total	352	288	186
Enroll Goal	350	290	205
(+/-)	2	-2	-19

Facilities

Bert Corona Middle School

Two summer projects are still in progress. The “Wellness Center” is still being installed and is expected to be completed at the end of September. 4 air conditioning units are still in route. 2 units will be delivered in early September and the remaining 2 will be delivered at the end of September.

Monseñor Oscar Romero Charter School

There are several small projects being assessed and will be brought to the board at a later date. The largest concerns are the flooring in one classroom and possible leaks in the roof.

Bert Corona Charter High School

For the first time in a long time, there are no repairs needed at BCCHS.

Community Schools

The Children and Youth Behavioral Health Initiative (CYBHI)

The program continues to be developed and implemented at the same time. Staff will make a full presentation at the next board meeting.

Attendance Recovery Program

For the 25-26 school year, staff piloted small AR program efforts at each site. The middle school paid staff with ELOP funds so all AR funds received by the middle schools is additional revenue (highlighted in green). BCCHS does not have ELOP funds and the AR program needs to fund itself. The High School paid $535 for 38 days of tutoring. We need to continue to build better outreach and tracking systems for the AR program. Staff believes the effort will pay off in the end in additional academic support for students and additional revenue.

	Days Offered	AR Days Earned	AR Days Submitted	Site ADA	Revenue	Expense	Profit/Loss
HS	38	30	20	$96.18	$2,885.40	$3,420.00	**-$534.60**
OR	9	7	6	$80.00	$560.00	$810.00	**-$250.00**
BC	49	85	63	$79.35	$6,744.75	$4,410.00	**$2,334.75**

Chief Operations Officer Report
October 13, 2026

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Operations

Enrollment

BCCHS and MORCS are currently below our target enrollment numbers by -15 and -3 respectively. BCCS is 2 over the enrollment target. Staff will make budget adjustments based on the enrollment numbers. Since the last report BCCHS added 4 more students and MORCS added 1 student. BCCS has remained static in total enrollment.

26-27 Target Budget Enrollment			
Grade Level	**BC**	**OR**	**HS**
5	6		
6	108	91	
7	120	78	
8	118	118	
9			48
10			46
11			54
12			42
Total	**352**	**287**	**190**
Enroll Goal	350	290	205
(+/-)	**2**	**-3**	**-15**

Over the past 11 years, BCCHS has enrolled between 23 and 43 BCCS graduates at BCCHS in the 9th grade. On average, 31.5 BCCS graduates enroll each year at BCCHS. The 26-27 school year is the lowest number of students to date. Staff from the BCCHS and BCCS are working on a plan to improve the recruitment and enrollment effort.

	SY	BCCS Students enrolled at BCCHS
1	**26-27**	23
2	**25-26**	29
3	**24-25**	35
4	**23-24**	31
5	**22-23**	26
6	**21-22**	34
7	**20-21**	30

8	**19-20**	30
9	**18-19**	27
10	**17-18**	38
11	**16-17**	43
	Ave	**31.5**

Williams Facilities Visit

Both Bert Corona Charter School and Bert Corona Charter High School completed the LA County Office of Education Williams Facilities Visit. BCCS received a score of 100% (exemplary) and BCCHS received a score of 98.14% (good). At BCCHS, the facilities were marked down because of missing, damaged, or loose ceiling tiles in room 47 and in the Gym. LAUSD is responsible for these items.

Technology

In an effort to manage printing costs, the Director of Technology Integration changed the printing default setting from color to black & white. The change has saved $740 for the first 3 months of the school year even though staff printed 3406 more pages.

July - September Printing since moving to default B&W			
	Color	B&W	Pages
25-26	$5,045.00	$583.00	230,010
26-27	$4,167.00	$721.00	233,416
	-$878.00	$138.00	3,406
3 Month Savings	-$740.00		
Increase in page count of	3,406		

Coversheet

YPICS Executive Director Report

Section:	III. Items Scheduled for Information
Item:	F. YPICS Executive Director Report
Purpose:	FYI
Submitted by:	
Related Material:	ED BOD Report 2026 1013 Final 2.pdf

EXECUTIVE DIRECTOR'S REPORT

October 13, 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

Excerpt from "Annual Inflation Holds at 3.4% as Energy Pressures Continue
From School Services of California
Posted September 11, 2026

The Bureau of Labor Statistics released the latest inflation figures today, September 11, 2026, showing consumer prices rose 0.4% in August, while the annual inflation rate held at 3.4%. Core inflation, which excludes the more volatile food and energy components, increased 0.3% for the month and eased slightly from 2.5% to 2.4% over the past year. For California local educational agencies (LEAs), the current inflation figures do not affect the statutory cost-of-living adjustment (COLA) for 2026-27, which is already set at 2.87%. However, continued inflationary pressure, particularly if higher energy costs spread more broadly through the economy, could influence the price trends that ultimately affect the statutory COLA for 2027-28.

Energy Drives Much of the Monthly Increase
Energy was one of the clearest sources of inflationary pressure in August. The energy index increased 2.1%, reversing declines in June and July. The index for gasoline rose 3.9% and accounted for more than one-third of the monthly increase in the overall Consumer Price Index (CPI). Compared with a year ago, the energy index is up 16.3%, gasoline is up 27.4%, and fuel oil is up 52.0%. By comparison, core inflation was 2.4%, while prices for commodities excluding food and energy increased just 0.7%. This increase was attributed to higher prices for communication, lodging away from home, airline fares, education, and

used cars and trucks. For now, the data suggest that much of the recent inflationary pressure remains concentrated in energy. The question is whether it stays there.

Oil Markets Add to the Uncertainty
Oil prices retreated today after a sharp run-up earlier in the week, with U.S. West Texas Intermediate crude falling back below $100 per barrel and Brent remaining above $100. Despite today's decline, both benchmarks were headed toward weekly gains of approximately 9.0% as markets continued to react to developments in the Middle East. Some pressure eased following reports of planned discussions in Oman regarding shipping through the Strait of Hormuz. At the same time, developments near another major shipping route in Yemen have added to uncertainty surrounding global shipping and energy markets.

Recent developments in Yemen, including changes in control of areas near the Bab el-Mandeb Strait, have raised additional concerns about shipping through this major international trade route. Shipping through the strait has declined substantially since disruptions began in late 2023. With shipping through the Strait of Hormuz also constrained, the developments have increased concerns about disruptions to two strategically important shipping routes and added to uncertainty in global energy markets and the economy.
What Happens Beyond Energy?

The August CPI report offers some reassurance that higher energy prices have not yet translated into broad-based acceleration in inflation. Core inflation eased from 2.5% in July to 2.4% in August. Food prices rose 2.7% from a year ago, shelter rose 3.0%, and transportation services rose 2.4%.

But sustained increases in energy costs can eventually affect the price of transporting goods, manufacturing products, operating equipment, and providing services. Persistent disruption to major shipping routes can also increase transportation and insurance costs and lengthen supply chains.

The distinction between a temporary energy-price shock and a sustained increase therefore matters. If oil prices decline as supply conditions stabilize, much of the current pressure could remain concentrated in energy and eventually dissipate. If oil remains near or above $100 per barrel for an extended period, the risk increases that higher energy costs will work their way more broadly through the economy.

The Impact on COLA
Today's CPI report does not change the statutory COLA for 2026-27. The more relevant question for LEAs is what the current inflation environment could mean for 2027-28. Importantly, California's statutory COLA is not calculated using the CPI. It is based on the annual percentage change in the Implicit Price Deflator for State and Local Government Purchases of Goods and Services. Today's CPI report therefore should not be interpreted as an estimate of the eventual 2027-28 statutory COLA. Nevertheless, the CPI provides an important indication of the broader inflationary environment. If elevated energy prices

persist and begin increasing the costs of other goods and services, those broader price pressures could ultimately affect the price index used to calculate COLA.

The August data present a split picture: headline inflation remains at 3.4%, and core inflation has eased to 2.4%, while energy prices are 16.3% higher than a year ago and gasoline is up 27.4%. Whether those energy pressures persist, and whether they spread to other parts of the economy, will be important to watch in the months ahead.

For LEAs, the next significant state fiscal update will come with the release of the 2027-28 Governor's Budget in January, including the Administration's projections for the budget-year and out-year COLAs used in multiyear projections.

Facilities

SB 740 Facilities Grant Application Submission
On August 28, 2026, the COO submitted the SB 740 Charter School Facility Grant Program application through the California School Finance Authority (CSFA) for three of our campuses: Fenton Primary Center, Fenton Charter Leadership Academy, and Fenton STEM Academy.

SB 740 is a state-funded program designed to assist charter schools with the cost of leasing privately-owned facilities. Eligible schools may be reimbursed for a portion of their rent expenses, helping reduce the financial burden on general operating funds and allowing more resources to be directed toward instruction and student services.

The amount a charter school can receive under SB 740 is subject to a funding limit based on the lesser of two amounts: (1) 75% of the school's actual, annual rent expenses for a privately leased facility, or (2) a per-ADA ceiling, which is set at **$1,204** for the 2026–27 school year. For example, if a school's annual rent is $400,000 and its ADA generates a reimbursement cap of $352,800, the school could be eligible for up to $300,000 (75% of rent) but would only receive $300,000 because it falls below the ADA cap. Conversely, if 75% of the rent exceeds the ADA cap, the ADA cap becomes the maximum eligible reimbursement. Final award amounts may also be prorated by the CSFA based on statewide demand and available funding. BCCS Monthly rent cost are the eligible expenses that can be counted in this funding. We will continue monitoring the application process and provide updates as funding determinations are released by the CSFA. If approved, these reimbursements will meaningfully offset facilities costs at BCCS and greatly improve future budgets.

CCSA: Capital Update October 1, 2026

Governor Signs CCSA Sponsored Bills

We're excited to share that both CCSA sponsored bills, AB 2316 (Hoover) and AB 2519 (McKinnor), have been signed into law! These new laws address two important needs for charter public schools:

- AB 2316 helps charter schools facing financial hardship access facilities assistance through the State School Facilities Bond Program.
- AB 2519 protects access to pension benefits by ensuring charter administrators remain eligible for CalSTRS after AB 1997 phases in on July 1, 2027.

Getting these priorities across the finish line took CCSA's policy expertise and members speaking up together. Thank you for investing in this work through your membership and for participating in our calls to action!

Unfortunately, the Governor also signed SB 1083 (Pérez), a bill that CCSA opposed and requested a veto for. Among many other things, the bill removes an existing provision that was negotiated during AB 84 and SB 414 discussions that allows contractor employees working with pupils in independent study programs to be exempt from fingerprinting requirements when the pupil is under the immediate supervision and control of a parent or guardian.

CCSA Endorses Propositions 3 and 45

The CCSA Board of Directors **endorsed Propositions 3 and 45**, both of which will appear on the November General Election ballot. Proposition 3 extends, and makes permanent, an existing income tax on high-income earners. The tax generates between 5-15 billion per year ($680 to $2,600 per student) for our TK-12 schools, including charter public schools.

The Board also endorsed Proposition 45, which will modify the requirements under the California Environmental Quality Act, or CEQA, to facilitate the construction of infrastructure projects, such as roads and bridges, housing, schools, broadband and wildfire mitigation. This proposition will make it easier and less expensive to build new charter school facilities. If you have any questions, please feel free to reach out to Gregory McGinity, CCSA's Chief Government & Political Affairs Officer, at gmcginity@ccsa.org.

YPICS

BCCS Renewal Update

On September 16, 2026, LAUSD held the public hearing for the renewal charter petitions of Bert Corona Charter School. A special thank you to Mr. Tristan Bravo, BCCS Alumni and current 6th grade math & science teacher, who spoke before the LAUSD Board of Education in support of Bert's petition renewal. Anna Rice, the YPICS iReady Success Manager was

not present but sent the following message after viewing the Board Meeting off site, “Your teacher’s comments; impactful!” He moved some in the room to tears as he recounted his memories as BCCS student and his why for choosing to teach in the same community. His remarks provided an important alumni perspective and reflected the strong impact that BCCS has had on true community development through education.

The public hearing represents an important step in the charter renewal process. BCCS is designated as middle performing and for renewal purposes. The renewal petitions are anticipated to come before the LAUSD Board of Education for consideration on November 17, 2026, and BCCS anticipates approval of renewal its charter petition.

YPICS extends its appreciation to YPICS COO, Mr. Duenas, BCCS Executive Administrator, Dr. Myers, and YPICS ED Ms. King-Berg staff, who also attended the hearing and demonstrated their continued commitment to our students and schools.

Temporary Instructional Leadership Support

- **Context & Leadership Transition:** To cover the Chief Accountability Officer’s six-month approved leave, Dr. Kevin Myers has stepped into a temporary network role as **Senior Executive Administrator & Instructional Partner** to support instructional leadership across all three YPICS campuses.
- **Core Responsibilities:** Dr. Myers will serve as an instructional sounding board, mentor, and coach for Executive Administrators and Instructional Coaches, focusing on classroom walkthroughs, instructional coaching, and collaborative goal-setting aligned with YPICS Strategic Plans.
- **Non-Evaluative Framework:** The role provides strictly non-evaluative support focused on growth and partnership, keeping coaching conversations entirely separate from formal performance evaluations.
-

Structure: Dr. Myers will operate in a split-time capacity, maintaining his commitment to Bert Corona Charter School while dedicating focused time each week to network-wide support.

6

Coversheet

Consent Items

Section:	IV. Consent Agenda Items
Item:	B. Consent Items
Purpose:	Vote
Submitted by:	
Related Material:	YPICS_English_Learner_Master_Plan_Revised_10_13_26.pdf

YPICS
YPI CHARTER SCHOOLS

English Learner Master Plan

(Adopted August 13, 2024)

Revised May 29, 2026

ENGLISH LANGUAGE LEARNER MASTER PLAN

All YPICS Charter School's English Language Development (ELD) program will target students who are struggling with the development of their English language skills. Through the ELD program, this includes:

- Ongoing measurement and monitoring of each English Learner student's progress toward English language proficiency,
- Use of a schoolwide acceleration strategies to assist ELL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers
- Opportunities for ELD level 1 and 2 students to receive additional accelerated instructional support after school.
- Use of online platforms as tools to support administration and classroom teachers with targeted data analytics to support English Learners and digital workflow tools for our EL program. These platform tools allow our administrators and teachers to monitor, intervene, collaborate, and report on the academic and language success of our ELs. Additionally, they will enable all of our Long-Term English Learners (LTEL) and Reclassified Fluent English Proficient (RFEP) students to be qualitatively and quantitatively monitored as well as streamline our reclassification and parent letter process to be more user-friendly and inclusive to our EL teams and families.

PURPOSE OF DOCUMENT AND INTRODUCTION

As we continue to grapple with the lasting challenges created by the pandemic, our commitment to the acceleration students and particularly English Learners (EL) remains unflagging.

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

YPICS believes that every student brings assets that enrich our classrooms and our school community. In order to ensure each student's success and create a shared understanding for programming and instruction, the YPICS Charter School ("Charter School") will provide guidance, resources, training and support to teachers, staff and parents to build an equitable, rigorous learning environment for our English Learner (EL) students.

YPICS Charter Schools must be engaged actively in assessing and analyzing student performance, program effectiveness and instructional practices. Implementing research-based structures that support student achievement for ELs is essential, as our aspiration for our students is to be college-/career-ready.

Included in this revised English Learner Master Plan is the use of the following supporting two legislative actions addressing the needs of English Learners. In July 2017, the California State Department of Education adopted a historic new English learner education policy entitled the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outlined at www.cde.ca.gov/sp/el/rm/ :

1. Principle One: Assets-Oriented and Needs Responsive Schools: Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.
2. Principle Two: Intellectual Quality of Instruction and Meaningful Access: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
3. Principle Three: System Conditions that Support Effectiveness: Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

4. Principle Four: Alignment and Articulation Within and Across Systems: English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

We will achieve this vision by:

1. Principle One: Assets-Oriented and Needs Responsive Schools
   - Acknowledging that all students, no matter language proficiency, come with skills, knowledge, and experiences that can help them be academically successful and enrich the school culture as they pursue the goal of becoming English Proficient;
   - Providing ELs opportunities to learn language skills in two or more languages through rigorous instruction to ensure that our students graduate bilingual and biliterate;
   - Valuing parents as partners, capitalizing on the language, skills, culture and experiences they bring to the school community;
   - Ensuring all school staff (school leaders, teachers and staff) feel a sense of ownership and urgency to serve the needs of ELs.
2. Principle Two: Intellectual Quality of Instruction and Meaningful Access
   - Ensuring that all schools have effective English Language Development (ELD) courses to meet the needs of the diverse proficiency levels of ELs;
   - Verifying that all students are placed in the appropriate ELD course based on year and proficiency level;
   - Developing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich and challenging content;
   - Empowering all teachers as Integrated ELD teachers through professional development and collaboration.
3. Principle Three: System Conditions that Support Effectiveness
   - Providing schools with course guidance and sequence structures;
   - Using data and providing teachers with resources to analyze data in order to accurately monitor, place and support ELs throughout their schooling.

4. Principle Four: Alignment and Articulation Within and Across Systems
    - Support implementing the California English Language Development Standards (CA ELD Standards) through the English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework) and the English Language Proficiency Assessments for California (ELPAC);
    - Implementing the EL Master Plan to ensure it is a helpful guide for providing effective supports and services for ELs;
    - Collaborating with the Special Education Department to ensure that ELD goals for students with Individualized Education Plans (IEPs) who are dually-identified (EL and SWD—students with disabilities) prioritize language needs and appropriate support is provided.

This document builds on YPICS core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

DOCUMENT OVERVIEW

This document is divided into 7 chapters:

- Chapter 1: Identification and Assessment
- Chapter 2: Instructional Program
- Chapter 3: Reclassification Criteria and Exiting
- Chapter 4: Staffing English Learner Programs and Teams
- Chapter 5: Professional Development for All Teachers Who Work with English Learners
- Chapter 6: Parent Engagement
- Chapter 7: Program Evaluation

CHAPTER 1: IDENTIFICATION & ASSESSMENT

IDENTIFICATION PROCESS AND ASSESSMENT OVERVIEW

Proper identification of ELs helps ensure that the school's English language development program is designed to meet the needs of its students. The following procedures are designed to ensure that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English (Initial)

A Home Language Survey (HLS) must be completed for each student; it should be provided in English and the language most frequently spoken in the local community (such as Spanish). Parents complete a Home Language Survey at time of initial enrollment in a California school (5 CCR Section 11518.5[a]). This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet and all four questions must be answered.

The school must ensure that ALL students have a completed Home Language Survey on file (including monolingual English speakers). If any of the four questions in the Home Language Survey indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency (EC §§ 313, 60810). After the completion of On-line Registration (OLR) process, new student registration is verified individually (student by student) through CALPADS and the Student English Language Acquisition (SELA) status is added into Infinite Campus. New students at the beginning of the year are expected to be enrolled mid-June, the process for adding SELA status takes 2 weeks from the date of enrollment.

- Students enrolled after the initial enrollment window into Infinite Campus will have SELA statuses added by mid-July.
- Students enrolled throughout the school year into Infinite Campus will have SELA status added 1-2 business days.
- Updates in Infinite Campus will be made on the Friday of each week until all SELA statuses have been found.

Students that do not have a SELA status will be given a 'to be determined' (TBD) status. A list of TBD students, along with Initial ELPAC Assessment Parent Notification Letters will be placed in the student's English Language Folder (ELF). Schools must then send home the parent letter and administer the Initial ELPAC within 30 days of initial enrollment (5 CCR Section 11518.5[c]).

STAGE 2 – English Language Assessments

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency (ELP) of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

English Language Assessments for California (ELPAC) is the assessment used to determine how well students speak, listen, read and write in English when it is not their primary language. There are four forms of the assessment each aligned to a specific need of the individual student:

Initial ELPAC: The Initial ELPAC is used to identify students as being either an English learner or fluent English proficient. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC is the official score. It is used to identify students as either an English Learner (EL) who needs support to learn English or as proficient in English (EC Section 313; 5 CCR Section 11518.5[d]). Schools have a 30-day window upon enrollment within which to administer the assessment.*

Initial Alternate ELPAC: This alternative form of the Initial ELPAC test is designed for students with the most significant cognitive disabilities who are potential English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

Summative ELPAC: an annual summative assessment given every spring to measure an EL's progress and determine their English language proficiency until reclassified as proficient in English (EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

Summative Alternate ELPAC: This test is designed for students with the most significant cognitive disabilities who are English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

*The California Department of Education (CDE) is requiring schools to administer the Initial ELPAC within 30 days of the first day of school to students enrolled during the academic school year. Mandatory, state-sponsored Initial ELPAC administration and scoring trainings are accessible via the Moodle Training Site. The LSC will annually provide optional office hours for the Initial ELPAC in August.

The chart below provides an overview of the ELPAC, including the four domains assessed:

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
Why is the ELPAC given?	The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.	The Initial Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Initial Alternate ELPAC will provide information to determine a student's initial classification as an EL student or as fluent English proficient (FEP).	The purpose of the Summative ELPAC is to measure progress toward English language proficiency, to inform EL programs and services, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to succeed in school.	The Summative Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Summative Alternate ELPAC will provide information on an EL student's annual progress toward ELP and support decisions for students to be reclassified as fluent English proficient (RFEP).
Who takes the ELPAC?	The Initial ELPAC is given to students in kindergarten (K), including transitional kindergarten, through grade twelve whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an	The Initial Alternate ELPAC will be administered to all eligible students with the most significant cognitive disabilities in grades K through grade twelve, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team.	The Summative ELPAC is given only to students in kindergarten (K) including transitional kindergarten through grade twelve who have been identified as EL students. These students will take the assessment every year until they are reclassified to fluent English proficient. Students with disabilities whose disability precludes them from accessing a particular domain (e.g., student is blind and is not yet braille literate) may be excluded from one domain within a composite, as noted in their individualized education program.	The Summative Alternate ELPAC will be administered to all eligible students in grades K–12, including students through twenty-one years of age, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team. Local educational agencies are required to administer the Summative Alternate ELPAC annually to eligible students identified as EL students until they are reclassified.

	Initial ELPAC	Initial Alternate ELPAC	Summative ELPAC	Summative Alternate ELPAC
	alternate assessment, as noted in their individualized education program.			
How is the ELPAC given?	The Initial ELPAC is a computer-based test except writing, which is a paper pencil test. This test is administered in six grade spans—K, grade one, grade two, grades three through five, grades six through eight, and grades nine through twelve. In K and grade one, all domains are administered one-on-one. In grades two through twelve, the test is administered in groups except for speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.	This is a computer-based assessment administered one-on-one in person by a trained test examiner who is familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. The Initial Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the assessment.	This is a computer-based assessment for all domains for grades three through twelve, and for all domains for K through grade two, except writing which is a paper-pencil test. In K through grade two, all domains are administered individually, except grade two writing which may be administered in small groups. In grades three through twelve, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.	This is a computer-based assessment administered one-on-one by a trained test examiner who is, whenever possible, familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. Testing times will vary depending upon the grade level and individual student.
What is assessed on the ELPAC?	• *Speaking:* Using oral language appropriately in academic and social interactions • *Listening*: Understanding the oral language of the teacher, extracting information and following the instructional discourse • *Reading:* Comprehending and interpreting text at age and grade appropriate levels • *Writing:* Producing written text with content and format in classroom assignments at age and grade appropriate levels			
When is the ELPAC given?	The Initial ELPAC administration window is open from July 1 through June 30. students are given the initial assessment within 30 days of enrollment	The Initial Alternate ELPAC administration window is from July 1 through June 30. Note that eligible students will only take the Initial Alternate ELPAC once, upon first enrolling in a California public school.	The Summative ELPAC administration window is open from February 1 through May 31.	The Summative Alternate ELPAC administration window is open from February 1 through May 31.

Source: California Department of Education, *English Language Proficiency Assessments for California (ELPAC) – Resources and Communication Materials* website https://www.cde.ca.gov/ta/tg/ep/ accessed September 1, 2023.

Students will receive an overall scale score and performance level consisting of oral language skills (speaking, listening) and written language skills (reading, writing).

ELPAC Level	Descriptor	Characteristics of this ELPAC Level
4	"Well-developed"	• They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
3	"Moderately developed"	• They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
2	"Somewhat developed"	• They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
1	Beginning stage	• They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The following table describes how the ELPAC levels are aligned to ELD Standards Proficiency Levels:

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	**"Emerging"** Requires **substantial** linguistic support	**"Expanding"** Requires **moderate** linguistic support		**"Bridging"** Requires **light** linguistic support

Summative ELPAC Identification Process

In order to ensure that all students identified as English Learners (EL) take the Summative ELPAC the school will follow the following procedure:

- Coordinator/Director of Instruction receives rosters of test-eligible schools from ELPAC TOMS
- If a student enrolls any time throughout the school year and is TBD, they'll take the Initial EPLAC and their ELAS will be updated based on the test
- CALPADS is updated by CALPADS Coordinator/Director (this makes the student eligible for the Summative ELPAC if they are an EL)

- Initial ELPAC results are updated on a per monthly basis in order to ensure that CALPADS is updated
- Test completion is tracked in the Completion Status System (same one used for all CAASPP tests)
- Coordinator/Director of Instruction and or Designee(s) receive communications via TOMS during the school year on ELPAC-related information

Language Proficiency Assessment for students with Moderate to Severe Disabilities

Summative Alternate ELPAC is an alternative assessment used to determine language proficiency for ELs with moderate to severe disabilities on the alternate curriculum. The Alternate ELPAC assesses in all areas requested by the California Department of Education (CDE): listening, speaking, reading and writing. The information gathered from the Alternate ELPAC can be used to determine whether the student is an EL or a student with disabilities in language and cognition, across languages (5 CCR Section 11518.25 and 11518.30).

IEP teams uses the Alternate Assessment Decision Confirmation Worksheet to determine if the Alternate ELPAC is appropriate.

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

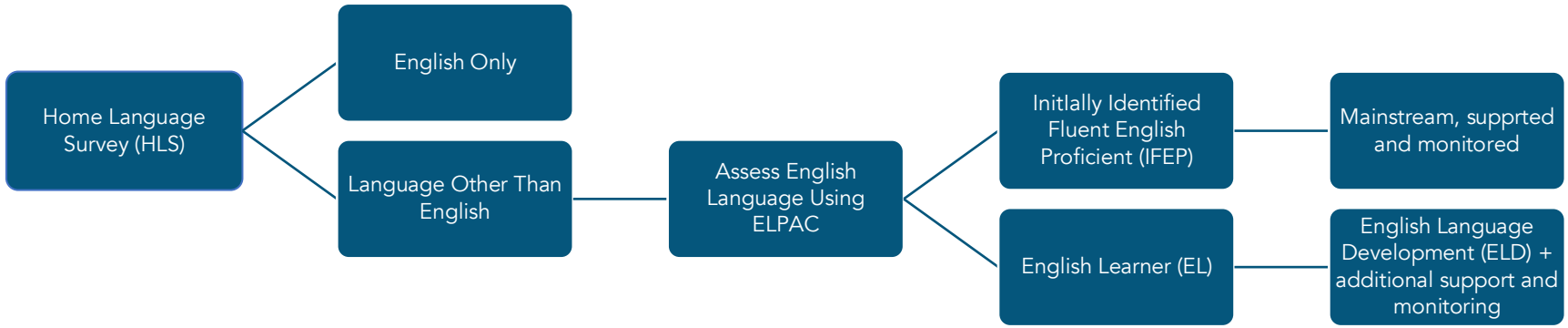
Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool. This tool is divided into four parts, Part A through Part D. IEP teams should work though the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/ literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP. Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

STAGE 3 – Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's Coordinator/Director of Instruction and ELP teacher, with the support of the school office staff, will provide the following in writing:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt (EC Section 313; 5 CCR Section 11518.5[d]).
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within two weeks of enrollment. A detailed overview of this process is below:



Maintenance of Records

In accordance with the California Education Code, the cumulative record is a legal document that is to be maintained in perpetuity. State and federal mandates require LEAs to maintain documentation for ELs within each student's cumulative record. The LEA has adopted the use of the English Learner Electronic Profile (ELEP) to maintain a digest and monitor required EL documents. All data platforms must be maintained for every EL as part of the student's cumulative record and must be made available for review during authorizer oversight, state, and federal compliance reviews.

EL items to be included in Student's Cumulative Record

*Initial English Language Assessmen*t:

- The Initial English language proficiency assessment. This document indicates the initial assessment results. If an initial assessment was administered prior to July 2017, the student may have a label that reflects results from Initial CELDT.

Signed Parental Notifications:

- Initial Notification of Enrollment in English Learner Program
- Initial Notification of ELPAC assessment
- Initial Parent Notification of Language Test Results and Confirmation of Program Placement
- Annual Assessment Parent Notification
- Annual Assessment Results and Program Placement for English Learners parent notification (Elementary or Secondary letters)

Language Assessments:

- Initial English language proficiency assessment results (Initial ELPAC Report).
- Primary language assessment (if applicable) or foreign language transcripts (secondary).
- Annual ELPAC student Proficiency Level Report for each year the ELPAC was administered.

Reclassification, if applicable:

- Notification of Reclassification letter with parent signature
- Reclassification Monitoring Reports

Opt-Out, if applicable:

- Parental Opt-Out of Program Request Form (a request for placement Mainstream Program with no ELD course).

The Coordinator/Director of Instruction is responsible for the ELEP, for timeliness, content and accuracy. They must ensure that all documents are current and accurate. [CCR, Sec. 433(a)].

When EL documentation is missing from ELEP or the cumulative record, it is the responsibility of the Coordinator/Director of Instruction to make a reasonable attempt to obtain the documents. The procedures for making a reasonable attempt are:

1. Make a copy of the original document sent home to keep on file.
2. Resend a copy of the document if the original is not returned within a reasonable amount of time (5-7 days). Annotate the document by indicating the original date sent.
3. Contact the parent/guardian by telephone as a reminder and request return of the document. If contact by telephone is not successful, annotate the document by indicating the date and time the attempt was made. File the annotated document in the student's EL Folder.

CHAPTER 2: INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM OVERVIEW

To effectively meet English Learners' academic needs, the school will adopt a schoolwide instructional program that provides depth and adequate time for English language acquisition, allows students to access the curriculum, promotes high expectations, and increases interactions between ELs, teachers and peers. **English language development is not something that happens in isolation. It is a shared responsibility throughout the school.**

Understanding English Language Learners

ELs are a diverse group of students, encompassing everyone from newly arrived "newcomer" students to Long-Term English Learners (LTEL). Students arriving from foreign countries during adolescence vary widely in educational experience, home language literacy and acculturation to life in the United States. In addition, many of our students live in homes with challenging socioeconomic status. The more information the school acquires, the better it is able to help students be successful.

Immigrants bring a reservoir of content knowledge from their previous school. To best support students, the Coordinator/Director of Instruction, with the support of the School Program Coordinator and/or Student Records Specialist, will:

- Request and utilize transcripts from previous academic institutions to enroll students in their courses
- Interview students and parents (with the assistance of a translator) about their prior educational experiences, and consider the students' strengths when selecting their courses

ELs who have attended many different schools in and out of the United States may have experienced a variety of program models. Many ELs may also have experienced interrupted schooling for a variety of reasons and tend to be more at risk of dropping out, so it is important to identify these students and provide the appropriate support. Coordinator/Director of Instruction and Program Coordinator, will engage in the following best practices:

- Communicate with parents early and often to help them understand what school programs the school will provide and how they may be different or similar to what their children received in the past

- For ELs who have moved through many districts and programs, provide placement assessments (if available) in English Language Arts (ELA), math and foreign language (i.e., Spanish) to determine the appropriate level of placement

There are four types of ELs enrolled in YPICS schools at the secondary level. These include:

1. Newcomers with formal education
2. Newcomers with limited formal education
3. English Learners on-track that enrolled less than 4 years and are meeting minimum progress expectations.
4. Long-Term English Learners (LTELs) with 6 or more years in any U.S. English Learner program

Newcomers with Formal Schooling

Characteristics of these students may include:

- Recent arrival in the United States (3 years or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Potential candidate for Seal of Biliteracy, if English proficiency is met
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Standard "Not Met" on the California Assessment of student Performance and Progress (CAASPP)
- May not meet grade-level standards in all subject areas due to language proficiency

These students face the dual challenge of acquiring English quickly as well as mastering state content and performance standards, in order to meet college preparatory/A-G requirements and complete all high school graduation requirements. These students are in need of an accelerated ELD program that is rigorous, yet flexible, and allows students to progress in their acquisition of English at their own pace. Opportunities to move between levels must be frequent (at the semester, if appropriate).

For High School English Learners: Attention to content instruction is also important to ensure that students successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs, such as an adult school. In all cases, it is important that these students are counseled correctly having transcripts analyzed for potential courses that may satisfy A-G requirements, provided

supports for the challenges ahead of them, leveraging the assets they bring from past experience, and provided a personalized learning plan that enables them to successfully complete high school and post-secondary studies.

Newcomers with Limited Formal Schooling

Characteristics of these students may include:

- Recent arrival in the United States (3 years or less)
- Schooling in native country limited or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in the United States
- Strong survival and life skills
- Intuitive learners and cooperative workers
- Often refugees who may have experienced trauma or witnessed disturbing events must also have attention to their social-emotional development as well
- May require additional supports for foundational literacy skills

ELs who enter at the secondary level with limited formal schooling face unique challenges and require additional supports to complete all high school graduation requirements. These students frequently have gaps in their schooling that often result in a need for substantial support of foundational literacy skills. An EL with limited formal schooling who enrolls for the first time at the high school level needs additional time in order to develop English proficiency and complete all requirements for high school graduation. Careful counseling when scheduling courses to ensure support and gradual increase in rigor and development of a long-range learning plan are required. For these students in particular, an additional year of high school or the opportunity to transition to other programs, such as an adult school, is strongly recommended.

Long-Term English Learners (LTELs)

Characteristics of these students include:

- Enrolled in U.S. schools for 6 or more years without reclassifying to fluent English proficient status
- High-functioning social language (strong basic interpersonal communication skills in English)
- Limited academic language; vocabulary is general and imprecise
- Read and write below grade level

- Struggles academically (e.g., has low grade-point average, scores "Not Met" or "Nearly Met" in ELA on the CAASPP)

LTELs often demonstrate strong oral skills in casual, conversational English and home language, but lack academic language and vocabulary. In order to engage with the demands of the secondary school curriculum, they need explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to produce grade-level work.

Dually-Identified English Learners Who Also Have an IEP/504 Plan

Characteristics of these students include:

- English Learner
- Current qualifying disability, including but not limited to Learning Disability, Other Health Impaired, Speech Impairment, Emotional Disturbance, Autism, etc.
- May or may not be a Long-Term English Learner (LTEL)

ELs who are dually identified would benefit from additional educational services, supports, and accommodations in order to make progress towards becoming English proficient and meeting grade-level standards. An EL student with an IEP must have appropriate linguistic goals that are aligned to the educational needs of the student. EL students with IEPs may need accommodations for assignments and assessments, depending on their IEP/504 plan.

Instructional Program Descriptions for English Learners (6-12)

The California Department of Education defines English Language Development as a specialized program of English language instruction appropriate for English learner's identified level of language proficiency. The Structured English Immersion (SEI) ELD program is implemented and designed to promote second language acquisition of listening, speaking, reading and writing. Effective language acquisition classroom practices need to be evident for ELs in every classroom.

A broad range of instructional practices and strategies should be employed in supporting ELs to learn content area concepts as they learn the English language. All ELs will be placed in ELD based on their proficiency level, years in the program and teacher recommendation. All ELs will receive Designated ELD and Integrated ELD in their content classes.

Program Requirements

Designated ELD is a core content course for all EL students. Students classified as EL will:

- Be enrolled in daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites),
- Will not be removed from other core content instruction in order to receive Designated ELD instruction,
- Can be placed in an Advisory class focused on supporting ELs, but this Advisory cannot replace an ELD course,
- Will have full access to grade-level content in all disciplines,
- Will be enrolled in grade-level English/language arts, unless they are a newcomer with less than one year of schooling in the United States.

Designated English Language Development

"As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD as defined in 5 CCR Section 11300 (a) and (c), in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs." - *California Ed Code*

ELD courses are a protected time during the regular school day during which teachers are able to strategically target students' language needs. Placement in ELD courses is based on multiple factors including years in ELD programs, English proficiency level (Emerging, Expanding or Bridging), and overall school academic performance. Instruction in these courses is designed, implemented and scaffolded to meet the diverse needs of the EL students. These courses are aligned to the CA ELD Standards (2012) and reflect the California ELA/ELD Framework. Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

High-quality, impactful Designated ELD instruction:

1. **Integrates all four language domains (Listening, Speaking, Reading and Writing) into instruction:** ELs benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regardless of English proficiency level. Oral language practice should not be sacrificed for more time in reading and writing.

2. **Provides daily, meaningful speaking practice:** ELs benefit from using academic English in structured classroom discussions, small group work, turn-and-talks and presentations. Direct use of response frames and word banks support students when speaking.
3. **Teaches components of reading:** Begins with phonemic awareness and phonics and adds vocabulary, text comprehension, and fluency. After acquiring basic skills, ELs need to become active readers and writers who use reading and writing processes.
4. **Focuses on vocabulary development:** The explicit teaching of vocabulary, knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area. Teachers must teach the multiple meanings of words and help students incorporate words into their expressive vocabularies.
5. **Teaches reading comprehension strategies:** ELs need to receive explicit instruction about reading comprehension strategies.
6. **Builds and activates background knowledge:** Connects instruction to what learners already know and then explicitly discusses how that knowledge applies to a new topic.
7. **Teaches language through content and themes:** Providing content- or theme-based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.

Newcomers With Formal Education: In their first year at the school, they may receive a double block of ELD, utilizing curriculum such as Inside the USA and or Edge, with supplemental support from Rosetta Stone software or another resource; enroll in grade-level ELA and a rigorous native-level language course (i.e., Native Speaker Spanish, AP Spanish Lang, AP Spanish Lit); as well as taking content courses appropriate for grade level.

Newcomers With Limited Formal Education: In their first year at the school, they may receive a double block of ELD (Emerging), utilizing curriculum such as Inside the USA or Edge, with supplemental support from Rosetta Stone software or another resource; a phonics intervention class, such as Wilson Reading Just Words (if student qualifies via the WIST); and PE; as well as content course. Schools should assess students' Spanish level to determine if placement in the course is appropriate.

Integrated English Language Development

The mastery of content requires that teachers of English Learners use appropriate ELD strategies to make content comprehensible and accessible. It requires that instruction be organized to support students while teaching cognitively demanding, grade-level content. Instruction in Integrated ELD is based on Common Core State Standards and other

content standards (i.e., NGSS and California History Standards) and is provided by content teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All ELs will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on topics such as CA ELD Standards, key features of Integrated ELD, the ELA/ELD Framework, and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations

Access to Grade-Level Core Curriculum

To maximize opportunities for language use and content mastery, teachers need to create a safe environment that promotes academic risk-taking. Classroom instruction should focus on both language acquisition and helping students attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Integrated classrooms are composed of ELs with mixed levels and abilities as well as other students, but the common goal is to promote academic language. Classrooms that foster language acquisition include:

1. Explicit instruction and use of language structures and vocabulary that are comprehensible to students
2. Integration of listening, speaking, reading and writing skills
3. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of students able to access the content
4. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames
5. Frequent checks for understanding and purposefully monitoring class during independent and/or group work
6. Weekly student work analysis (formative assessments)
7. Literature within the student's appropriate Lexile level range, available in classroom and school libraries

Request for Removal from English Language Development Program

Parents of English learners have a right to decline or opt their children out of the school's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, the LEA remains obligated to provide the student meaningful instruction (5 CCR Section 11302*)* until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to

consider at that time. English Learners may be removed from the ELD program at the request of the student's parent or guardian by completing the Opt-Out Form (Spanish). However, all English Learners, even those who opt-out of the ELD program, must take the Summative ELPAC annually until reclassified.

The process for requesting removal from the ELD program is below.

1. The Opt-Out Form must be requested by a parent/guardian via email, phone call or in person. This may be requested at any time and covers only the current school year.
2. The form must be signed by a parent/guardian and returned to the principal for approval.
3. The signed form must be uploaded to the school's ELL Folder (Opt-Out Folder).
4. Upon approval, the student is removed from the Designated ELD class for the rest of the school year.
5. The student will continue to be identified as an EL until meeting YPICS reclassification criteria.
6. The student will continue to take the ELPAC summative exam in the spring and their progress towards English proficiency will continue to be monitored.
7. If the student does not reclassify after being removed from the ELD program by the fall (August) reclassification cycle of the next school year, the student should be re-enrolled in a Designated ELD course that year.

English Learners with Disabilities

After ELs have been identified using the ELPAC, the school must provide ELs with appropriate language services and programs, and must also provide special education services to ELs who have been identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973. The school must offer appropriate services and supports until ELs can fully participate in the education program without EL support. This includes continuing to provide EL services to the highest levels of English proficiency until students have been reclassified as Fluent English Proficient (RFEP).

Best practices for supporting ELs with disabilities include:

- Students' IEP must have the most recent ELPAC scores and an appropriate language goal.
- Students may be placed in a resource class in addition to, not in place of an ELD course that matches their proficiency level.

- If students are Newcomers or at the beginning stages of English language acquisition, they are placed in a Designated ELD course for students who are Emerging and may be double-blocked for ELD. These students may or may not be placed in ELA courses their first year in the school, but will be placed in Integrated ELD instruction in all core content classes.
- If a parent/guardian selects not to place a student in the ELD course, then the parent/guardian must submit an appropriate waiver and must have an IEP to document this programmatic change.

It is important to note that the requirements in a student's IEP take precedence over EL programming.

If the IEP calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students' special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction. If a student with an IEP is placed in an ELD course, the ELD teacher must collaborate with the student's IEP case manager to ensure that instruction effectively meets the student's IEP goals.

GRADING

Students who are ELs are held to the same high expectations as their non-EL peers, and, therefore, these students should be expected to be graded the same way that their peers are graded. However, to ensure these students have an equitable opportunity to learn and succeed in class, students who are ELs should receive specific language supports based on that student's learning needs. If a student did not receive a language support on an assignment or assessment that counts as a weighted grade, the grade should be marked as "S" to denote that the grade is pending student assessment with the proper language support.

TESTING ACCOMMODATIONS

All students deserve an equitable opportunity to demonstrate learning on high-stakes assessments. Accommodations and designated supports make these assessments more accessible to EL students. In addition to a legal and moral obligation to ensure all students receive the supports they need in order to be successful, this is also a major opportunity to improve student performance. The Director of Special Education will provide guidance to administrators for the identification of accommodations and designated supports for students with disabilities, ELs, and all other students who would benefit from supports for the following assessments:

- ELPAC
- California Annual Assessment of Student Progress & Performance (CAASPP)
- Advanced Placement (AP)
- Local State-Verified Assessment systems (e.g., iReady, NWEA, etc.)

On schoolwide interim assessments, there is an embedded support called "Text to Speech" that is most appropriate for students who have been in the country for less than 6 years and are reading at the equivalent of a 1st grade level or below. Additional non-embedded supports (provided in-person at the school by designated personnel) are always encouraged for students who need them. For students with IEPs, these non-embedded supports should be documented in Section K of their IEP. These include:

- Verbally translating test directions
- Bilingual dictionary for students who have been in the country for 3 years or less and are able to read proficiently in Spanish
- Small-group setting
- Extended time
- Read aloud in English
- Scribe (for ELA non-writing items and math items)

Please consult with the school site's Coordinator/Director of Instruction and Director of Special Education for additional guidance on these non-embedded assessment supports.

Exemptions for the ELPAC domains

In some situations, a student's disability may preclude the student from being able to take one or more of the domains. In this situation, a disability exemption may be most appropriate for that student. The CDE's ELPAC Administration Accessibility Checklist will help guide Section 504 and IEP teams in determining whether a student is exempt from taking a domain of the ELPAC. It should be noted that for a student to be assigned an Overall Score, the student will need to be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites. For a student to be considered as having been assessed in Oral Language, the student must have been assessed in either the Speaking or Listening domain. For a student to be considered as having been assessed in Written Language, the student must have been assessed in either the Reading or Writing domain. When Section 504 plan or IEP teams determine that the

entire Oral Language composite—Speaking and Listening—or the Written Language composite are to be exempted, the teams should consider the use of an assessment that is alternate to the ELPAC.

SCHEDULING

English Learners enrolling in secondary schools bring a variety of educational and cultural experiences to their classes. Understanding the language and culture of our ELs is the first step needed to develop, implement, monitor and evaluate an effective schedule to help students progress toward English proficiency, as well as attain challenging content standards in a relatively short period of time. It is critical to identify each student's level of language proficiency, both in English and in the native language.

ELs at the middle school level need large amounts of exposure and support with the English language. In order for ELs to prepare for success in high school, the goal for middle school ELs is to have them reclassify before entering high school. ELs at the high school level need the opportunity to earn credit from day one. The school will ensure that ELs will have access to core curriculum and the appropriate ELD courses. ELD courses are UCOP approved for A-G credit. One year may replace an English "B" course, and the other courses will count as electives. As such, administrators and counselors in both middle schools and high schools should:

- Organize the master schedule around what is best for all students
- Create a master schedule with special populations in mind first
- Hand-schedule ELs into appropriate classes

Whole School Programmatic Considerations

To begin to implement schoolwide programs and practices that support English Learners, schools should consider implementing the following schoolwide practices:

- Schoolwide focus on developing the academic vocabulary of all students, including modeling academic language for students by teachers, counselors and administrators
- Flexible pathways to graduation, such as summer, adult school and after-school programs
- Training for teachers in ELD strategies and best practices
- ELD Push-In Support: ELD teachers or ELD instructional aides provide ongoing support in content

classroom

After conducting thorough intake assessments, interviews and evaluating transcripts, schools can plan for the appropriate class schedule for each EL. It is important to provide students the opportunity to follow a rigorous academic curriculum, which fosters academic success and helps integrate ELs into the school's culture.

EL Progress Monitoring

The YPICS Charter School monitors and regularly assesses the progress of all English Learners, *including those who have opted out of the EL program*, in both English language proficiency and content knowledge throughout the school year. Monitoring student progress identifies students who are not making appropriate progress and allows the school to provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Each YPICS school has established documented monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when students are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress Monitoring includes regular communication with parents and includes the following:

- Performance in grade level content classes
- Performance in ELD course
- Student Reading level /local assessments
- SBAC performance

California State Seal of Biliteracy

Many of our EL students become fully bilingual and biliterate. We encourage them to apply for the California's State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizing high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. To qualify students must meet all the criteria outlined by the California Department of Education.

CHAPTER 3: RECLASSIFICATION CRITERIA & EXITING

RECLASSIFICATION OVERVIEW

Reclassification is the process when a student's English language proficiency level changes from English Learner to Reclassified Fluent English Proficiency (RFEP) (EC Section 313(f)). The goal is to prepare students for reclassification as quickly as possible and monitor their progress for four years after reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

Reclassification Criteria for General Education and Students with Disabilities

English Learners are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
4. Parent/guardian opinion and consultation

The chart below outlines the reclassification criteria used by YPICS schools:

Reclassification Criteria			
1. Assessment of Language Proficiency	**2. Teacher Evaluation**	**3. Basic Skills Assessment**	**4. Parent Consultation**
ELPAC - Score of 4 overall	ELA Grade of C (2.0) or higher Fall Reclass Cycle – Semester 1 or 2 of the current school year Spring Reclass Cycle – Semester 1 (Fall of following school year)	"Approaching Grade-Level" on local state-verified data source **OR** 5-12 Score of Basic, Proficient or Advanced on the Reading Inventory (RI) assessment score **OR** "Meets" or "Exceeds" on Smarter Balanced Assessment	Once the student meets the reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges the student's change in language classification to Reclassified Fluent English Proficient (RFEP). If the parent/guardian is not in

			agreement with reclassification, a meeting will be held with the parent and the Reclassification Team to address parent concerns and determine the best placement option for the student.

Parent Consultation

Reclassification is a key achievement for EL students, it is important that parents understand the reclassification process and that they are consulted throughout an EL student's journey towards this important milestone. The school can consult with parents in various ways: hold small group in-person or virtual meetings, and or contact via phone prior to sending the Reclassification letter. During the meeting, the EL Coordinator or Designee reviews the Reclassification Eligibility Form with the parent and gathers parent feedback *prior* to reclassifying the student.

Provision for students with Disabilities

Students with disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of ELP and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

When students do not meet the four criteria for reclassification as established by the school, it is possible for the IEP team to consider reclassification based upon the process outlined in this plan which considers the impact of his/her disability on ELP. Note: If the IEP team believes that a student would still benefit from ELD support because he/she has not fully developed English language proficiency, reclassification may not be appropriate.

IEP teams are authorized to follow the process outlined in this plan complete forms the IEP Reclassification Form In accordance with federal and state law, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. However, at no time does the IEP team have the authority to omit any of the four required criteria or substitute them with alternate criteria.

School Site Responsibilities for Reclassification

The school plays the primary role in the process, and has a number of important responsibilities. The reclassification cycle happens twice per year [Fall Reclassification (August) and Spring Reclassification (February)]. Below is a summary of the school responsibilities.

Task	Timeline	School Site
Reclassification Status Fall/Spring Cycle	Fall Cycle: August - Spring Cycle: February	Access reclassification rosters in TOMS
Parent Consultation: Reclassification Eligibility Form	Fall Cycle: August - Spring Cycle: February	Download, print & mail parent letters; place a signed copy in each student's cumulative folder
Student SELA Status	CALPADS will be updated in August, February and as needed	Reclassified students are changed to RFEP in CALPADS and Infinite Campus
Scheduling	Fall Cycle: August - Spring Cycle: February	Ensure all reclassified students are enrolled in the correct courses (e.g., reclassified no longer in ELD)
Reclassification Parent Notification Letters	Fall Cycle: August - Spring Cycle: February	Download, print & mail parent letters; place a signed copy in each student's cumulative folder

Monitoring Reclassified students

After students have been reclassified as RFEP, the school will continue to monitor their progress for four years to ensure correct classification, placement and academic support as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304). If an exited English Learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional supports, including but not limited to tutoring, accommodations and support classes, including ELD courses.

Assessment results are maintained in electronic form in Infinite Campus (SIS), EL online platform, and data dashboard platform. This allows for rapid access to results in several formats. This information is accessed for a variety of purposes,

including (but not limited to) information that relates to reclassification. A summary of the school role in monitoring RFEP students is below.

	School Site Role
RFEP Monitoring Reports	Coordinator/Director of Instruction reviews report and assigns appropriate interventions
Tool Updates	Updates ELA Grade, i-Ready/NWEA and CAASPP
Intervention	Coordinator/Director of Instruction and ELD Teacher assign intervention(s) and continue to monitor impact of intervention(s)
Parent Notification	Coordinator/Director of Instruction must ensure monitoring efforts remain updated and the ELD Teacher regularly communicates student progress to parents

Use of Assessment Data for Student Placement and Instructional Planning

Teachers use interim assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. ELPAC data is used for student placement in appropriate ELD courses in middle and high school.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. CAASPP test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and to assign them to appropriate instructional schedules. students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

- School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate interventions.
- ELD teachers examine school site data, including but not limited to CAASPP, ELPAC, local assessments, and academic performance. ELD teachers are tasked with developing a six-week intervention plan with their school administration and other instructional leaders in order to ensure that all ELs have the supports needed for academic and socio-emotional success.

CHAPTER 4: STAFFING ENGLISH LEARNER PROGRAMS AND TEAMS

STAFFING AND APPROPRIATE TEACHER AUTHORIZATION

Recruiting, developing and retaining excellent educators is essential to the success of our English Learner students. YPICS Charter Schools will hire teachers who are qualified to provide EL services, and core content teachers who are highly qualified in their field as well as trained to support EL students (20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013). These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the EL program.

Recruitment of Teachers Who Hold or Qualify for the Required EL Authorization:

1. Dissemination of Job Announcements: When the school determines the number of new teaching positions estimated to be available during the next school year, job announcements are sent to:
    - EDJOIN website
    - School website
    - Educational placement centers at university campuses with teacher training programs
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Job fairs: YPICS representatives to colleges and universities to participate in job fair activities.

Certification Requirement Summary & Staffing Approach

Per the California Commission on Teacher Credentialing: "California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners."1 To provide students with teaching personnel who hold appropriate credentials necessary to instruct ELs, YPICS and its schools actively recruit and hire teachers who are fully EL Authorized. If candidates who hold an EL Authorization are not available, the YPICS Human Resources Team obtains the necessary documents from qualified candidates to apply for an Emergency EL Authorization Permit. These permit holders must hold either an active permit or full EL Authorization to continue in their assignment. Failure to take timely action may result in a change of employment status. Teachers who are new to YPICS and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intention to complete the requirement. Annual progress toward the EL Authorization is monitored by the Credential Manager, but it is the teacher's responsibility to earn the authorization.

Student ELD Enrollment and Teacher Credentials

All EL students must be enrolled in the appropriate ELD course, including those with IEPs. All courses with English Learners require the appropriate authorization to teach ELs (CLAD, BA, BCLAD, BCC, LDS, etc.) The following authorizations are not considered full EL Authorizations: CCSD (including SB 1949/SB395/AB2913) and the newly embedded EL authorizations with the following codes: ELAM, ELAS, ELAE, or ELA3.

California Prepared Credentials

Currently, credentials that are California prepared are embedded with a basic EL Authorization. Teachers who earned Ryan or Standard teaching credentials prior to inclusion of the ELA preparation and authorization within the preliminary teaching credential must earn an EL Authorization.

Credentials Based on Out-of-State Preparation

Teachers who applied for a California credential based on out-of-state preparation who did not hold a comparable out-of-state EL authorization must earn an EL Authorization such as the CLAD or BCLAD.

Departmentalized English Language Development (ELD)

Teachers teaching departmentalized ELD courses must have (in addition to their teaching credential) a specific EL Authorization that is aligned to ELD in a departmentalized setting. Examples of aligned EL Authorizations include: ELA1, BA**2, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Specially Designed Academic Instruction in English (SDAIE)

Teachers teaching in an SDAIE setting must have (in addition to their teaching credential) an EL Authorization, such as ELAS, ELAM, ELAE or any of those aligned to ELD in a departmentalized setting: ELA1, BA**, R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, or S14. An insufficient authorization would be S17S, for example.

Overall Procedures for Assuring Sufficient Qualified Staff

In the spring of each year, the following steps must take place:

- Projects need for Designated ELD sections
- Projects need for English Language Arts classrooms or Integrated ELD sections

- Tentatively staff classrooms/sections with certified staff or anticipates vacancies

YPICS Human Resources

- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses toward initial certification

Coordinator/Director of Instruction (C/DoI) & EL Program Coordination

The coordination of the ELD program is the responsibility of the Coordinator/Director of Instruction. The C/DoI is an integral part of the school's instructional leadership team and leads ELD strategy at their school site. In collaboration with the English Language Development (ELD) Teacher, the Coordinator/Director of Instruction is responsible for ensuring all English Learner (EL) students are supported academically and social emotionally and will collaborate with counselors, teachers and families to support EL student success. The Coordinator/Director will create and implement the site's ELD program and coach classroom teachers to effectively use appropriate strategies to ensure strong outcomes for EL students. In addition to these leadership duties, the Coordinator/Director may also provide direct ELD instruction in the classroom.

EL School Teams

An EL School Team is a team of professionals that share a vision, work toward building a culture of collaboration and assume shared responsibility for both outcomes and duties. A team approach creates a means for EL students to receive holistic support that ensures that students are receiving what they need both emotionally and academically.

Recommended Team Member Roles and Responsibilities:

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
Site Team Meetings	Establishes EL Site team, attends and participates in all site EL meetings	Organizes and leads EL site team to meet, establish norms, responsibilities and meeting days/times for the year	Attends and participates all site EL meetings	May attend meeting if needed

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
ELPAC Testing (Initial – August) (Summative - February-May)	Ensures that testing delegation instructions are clear. Holds team accountable	Coordinates and facilitates administration of ELPAC (Initial & Summative); this includes training, scheduling, and receipt and delivery of materials	Facilitates intentionally designed lessons throughout the year that prepare students for the summative ELPAC	Testing coordinator (if different from EL Coordinator) Parent Engagement Specialist: Leads workshop for parents on supporting their student on ELPAC
EL Progress Monitoring	Determines professional development and coaching to support teachers based on analysis	Gathers student data and student written work from core subjects for analysis Facilitates team review of student data (work analysis and assessment) Highlights EL students with IEPs	Provides ELD work samples for analysis Creates reteach plans for class	Teachers: As needed RSP teacher: Participates in review with focus on students with IEPs
SAC/EL-PAC* (August through June) *Minimum of 4 meeting required	Holds team accountable Supports with calendaring meetings, presents at meeting (if applicable) Allocates funds for meeting snacks Ensures SAC/EL-PAC is part of the LCAP/SPSA process	Provides annual training to SAC/EL-PAC members so they are able to meet all requirements Coordinates, schedules meetings and supports SAC/EL-PAC parent Facilitator and ensures all requirements are met Recruits parents, works with parents in planning and creating agenda, presents at meetings if applicable, assigns recorder	Attends and/or presents at SAC/EL-PAC meeting when applicable	Parent Coordinator Creates flyers, sign-in sheet; actively recruits parents for every SAC/EL-PAC meeting (flyers, parent square, calls); sets up meeting room (projector, writing utensils, snacks); welcomes parents to meeting Teachers: As needed to share insight on support

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		Ensures SAC/EL-PAC assists in the development of the needs assessment Responsible for gathering all required documentation and uploading to SAC/EL-PAC folder Keeps accurate meeting records Plans and assists with SAC/EL-PAC parent appreciation celebration at end of school year		
Reclassification (September: Fall Cycle February: Spring Cycle)	Informs all staff of Reclassification Holds team accountable	Coordinates/facilitates organization of site reclassification documents Organizes parent meetings with Parent Coordinator Supports in collection of necessary documentation Communicates any mistakes to Home Office	Flags any mistakes in reclassification list Supports counselors with new class assignments for RFEP students	Counselors: Changes RFEP student schedules with input from ELD teacher Parent Engagement Specialist: Mail RFEP letters home and ensure that parents sign and return letter
Reclassification Monitoring	Holds team accountable for follow through	Using EL online platform as a tool as a guide, flags students who need more support Facilitates team review of RFEP student data – assists determining intervention	Collaborates with team and students' teachers to suggest interventions	Teachers: As needed Parent Coordinator: Contact parent and set up meeting if needed, follow up with parents regarding consultation and collection of signed letters

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		Creates systems for RFEP parent consultation and for the collection of signed letters		
School EL Support Walkthrough	Facilitates walkthrough and debrief Creates plans based on feedback gathered	Schedules day and activities Invites participants Determines means of collecting feedback Records feedback	Participates in walkthrough Provides feedback	1-2 Teachers RSP teacher, Parent Coordinator, Instructional Aides/Tutors: Participate in walkthroughs
Professional Development: ELD strategies for content areas	Supports as needed	Schedules and plans professional development for content teachers on best practices to support ELs Provides Instructional Leadership coaching guidance Plans follow through observations	Assists admin in planning professional development for content teachers May present strategy to teachers	Instructional Leadership: Coaching guidance Teachers: Participate in professional development and apply strategies
EL testing accommodations	Holds team accountable	Attends EL-related training Completes all necessary documentation Ensures that EL accommodations are requested for all assessments	Supports as needed	RSP: Works with EL Coordinator and Testing coordinator to ensure that accommodations are aligned with IEPs
Movement through Program and Placement	Holds team accountable Monitors and ensures follow-through	MS: Coordinates and schedules transition meeting with high school	Supports as needed	Counselor: Heavy support with transition and graduation plans

	School Leadership Team	C/D of Instruction	EL Teacher	Other Participants
		Identifies highest needs ELs with assistance from RSP and Counselors HS: Ensures that course offerings support EL students' language needs and meet A-G requirements Works with Counselor to ensure that EL students have a graduation plan For Seniors: Carefully tracks progress towards graduation		Tracks EL progress towards promotion (MS) or graduation (HS) Parent Coordinator: Works closely with C/DoI and Counselor to ensure that parents are informed about student progress, important meetings and deadlines

This team approach is designed to ensure the success of our English learners enrolled in the school. The combination of administration, coordinators, teachers, and parent-facing roles ensures the following programmatic features are correctly implemented and monitored:

- Reclassification follow through including parent consultation
- ELPAC Testing (Initial/Summative)
- EL student progress monitoring
- RFEP progress monitoring
- ELAC/EL-Parent Advisory Committee (EL-PAC) formation and meetings
- EL testing accommodations (ELPAC, CAASPP)
- Ensure that all EL students' Cumulative Records have all the required documentation

CHAPTER 5: PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS WHO WORK WITH ENGLISH LEARNERS

PROFESSIONAL DEVELOPMENT OVERVIEW

In order to create an effective English Learner Program, YPICS Charter Schools will foster a school culture that is mindful of the contributions of students from diverse linguistic, cultural and experiential backgrounds. The school provides students with structures and processes that address the needs of all students. School leaders engage guidance counselors, teachers and staff in order to provide professional development that promotes a culturally aware, instructionally sound, schoolwide system of support.

EL-Specific Professional Development

YPICS Charter Schools will provide a series of EL specific professional development aligned to our ELD goals in order to effectively implement the school's EL program (Castaneda v. Pickard [5th Cir. 1981]648 F.2d989, 1011-1013). Professional development is provided to classroom teachers, administrations and staff that is:

(a) Designed to improve the instruction and assessment of ELs;

(b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

(c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A–D])

The school hosts a series of virtual EL professional development events throughout the year that focus on providing ELD and core teachers with the tools, strategies, and best practices to support EL students to increase their English language proficiency in the four domains: speaking, listening, reading and writing.

ELPAC Testing Professional Development

The state mandates that each school send ELPAC coordinators to an in-person training. In light of the measures being taken nationwide to attempt to slow the spread of coronavirus disease 2019 (COVID-19), the California Department of Education, and the Sacramento County Office of Education (SCOE) will continue the virtual training modules format for the Initial English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training. Each local educational agency (LEA) will be required to complete the online certification. Virtual training modules for LEA ELPAC coordinators and ELPAC test examiners will be available in the Moodle Training Site. Virtual training for the computer-based Initial ELPAC will launch in the Spring on Moodle. All current and new Moodle users will need to establish new user accounts for the ELPAC Moodle Training Site.

CHAPTER 6: PARENT ENGAGEMENT

PARENT ENGAGEMENT OVERVIEW

Community is one of the YPICS schools' core values. We empower parents with information in order for them to advocate and participate in meaningful ways. Parents must work with school staff to promote student achievement and increase college and career opportunities for our students. In order for us to ensure English Learner parent participation, we must:

- Welcome parents in the school by creating a safe and inviting school culture
- Have regular, two-way communication between the school and home
- Make parents a full partner in the decisions that affect EL students

Welcoming Parents

A welcoming school environment can make a tremendous difference for EL families. Many staff members are bilingual, and the Parent Coordinator is ready to support families as they enroll in our schools. Getting to know EL families helps build an important relationship based on trust that can pave the way to student success. The following best practices ensure that schools welcome EL families warmly:

- **Enrollment Process:** The enrollment process can be complicated; however, the Parent Coordinator and/or bilingual staff in the main office should assist parents with completing applications, requesting documentation and answering questions they may have.
- **Reclassification Consultation:** Reclassification is a key achievement for EL students, it is important that parents understand the reclassification process and are consulted throughout an EL student's journey towards this important milestone.
- **Parent Orientation:** All new incoming parents attend a school orientation at the beginning of the school year. Parent orientation is the first step toward student success. It is important that EL parents and/or guardians are urged to attend. During orientation, parents learn about the school's academic and extracurricular programs, EL program, promotion/graduation requirements, college counseling, bell schedule, academic calendar and school resources. Bilingual staff should be available to provide translation services and support EL families.
- **EL Parent Welcome Packet:** All new EL parents can receive an ELD Parent Welcome Packet, which contains information (English/Spanish) on the ELD parent options, EL school contact information and community resources

that assist families with learning English, translation and other helpful resources. The Home Office provides resources that schools can use to create their packet.

- **Parent Workshops:** The school can provide opportunities for parents to participate in a variety of workshops, such as Health and Nutrition, A-G requirements and Navigating the Cal-State/UC systems. Schools provide English/Spanish translations.
- **School Website:** School website is a resource of information for parents. In addition to school news, websites will publish EL (team or designee) contact information, translated parent handbooks and translated Board of Directors (BoD) agendas and minutes.
- **Phone Calls Home:** School employs the use of an automated calling system as well as direct outreach to contact parents with information regarding student attendance, upcoming events, etc.
- **Flyers:** Bilingual flyers (English/Spanish) can be sent home with important information, such as school events, parent conferences, parent workshops, field trips, etc.
- **Progress Reports:** Schools mail parents their student's academic progress reports every five weeks.
- **Progress Monitoring:** Consistent communication to parents regarding their student's EL /RFEP progress towards academic success.
- **EL Parent Letters:** School mails home translated letters (English/Spanish) to inform parents of EL assessment, EL Annual Notification and placement, and RFEP monitoring.

Partners in Decision-Making

English Learner Parent Advisory Committees (EL-PAC): The major function of the EL-PAC committee is to advise and make recommendations to the Executive Administrator and School Advisory Committee (SAC) on the implementation and evaluation of the school's services for ELs. The following chart provides a timeline of recommended actions for the EL-PAC:

Date	Action/Activity	Goal/Commitment
October	School Board meeting & EL Master Plan	The Board of Directors will be informed of the authorizer requirements for formation of an advisory committee separate from the District-approved petitions that allowed for the needs of the EL student group to be addressed through the School Advisory Committee. Specific guidance will be communicated to the board regarding the formation of the council and the requirements.

Date	Action/Activity	Goal/Commitment
		The Board approves the EL Master Plan, which details how to strategically address the recommendations of parents around the educational program for ELs.
October	School Advisory Committee (SAC) & English Learner Advisory Committee (EL-PAC)	Flyers, phone calling system, school newsletters and the school website will be used to promote parent involvement in the SAC/EL-PAC This advisory committee will conduct the activities outlined in state guidance.
November	SAC/ EL-PAC #1	The following topics must be covered: ● Language Census ● CAASPP data in ELA and Math ● ELPAC and reclassification data ● i-Ready ● School attendance policy/plan and data ● Parent involvement opportunities and data *Delegation of Authority by the EL-PAC, reclassification data and EL program services at school site. LCAP Overview.
December/ January	SAC/ EL-PAC #2	The following topics must be covered: ● EL achievement data (Interims) ● California Dashboard ● i-Ready Data ● Student Attendance & Chronic Absenteeism ● Parent involvement /education opportunities ● EL Graduation/Promotion progress ● LCAP update ● Reclassification criteria ● ELPAC Summative Assessment overview
March/April	SAC/ EL-PAC #3	The following topics must be covered: ● Spring Reclassification ● EL Graduation/Promotion progress ● LCAP review and feedback ● Student attendance data
May/June	SAC/ EL-PAC #4	The following topics must be covered: ● Student attendance data ● EL achievement data (Interims) ● LCAP for next school year

Date	Action/Activity	Goal/Commitment
		• EL Graduation/Promotion progress • Student attendance data

Process for Parent Request for Language Acquisition Program

Proposition 58 (Prop 58), otherwise known as Global CA 2030, an initiative set aside by Governor Brown provides for districts and charters to have a process in place should parents of a school request a language acquisition program within a school or district. The threshold pertaining to requests is either 20 parents at a singular grade level requesting a program or 30 parents school wide.

Receiving and Tracking Parent Requests: The school is required to maintain written records of parent requests (even if the request is made verbally) which include:

- Date of request
- Parent and student names
- Description of request
- Grade level

When the threshold is met (20 requests at grade level or 30 at the site), the sixty-day requirement to respond to request time begins.

Communication: Within ten (10) days (these 10 days are part of the 60-day requirement) of reaching the threshold, the school site, in partnership with the LSC, will notify the parents of students attending the school, the school's teachers, administrators, English Learner Parent Committee and the School Advisory Council in writing, of the parents' requests for a language acquisition program.

Cost and Resource Analysis: The site administrator and the Chief Operations Officer (COO) will then carry out the following process and conduct a cost and resource analysis.

A. COO works with the site principal and community stakeholders to determine the fiscal commitment necessary to implement a high-quality language program. Costs and resources to be considered include but are not limited to:

1. Certificated teachers with appropriate authorizations
2. Space

3. Curriculum and instructional resources
4. Pertinent Professional Development for the proposed program
5. Infrastructure
6. Time for implementation
7. Parent and community engagement

3. Determination: Upon completion of the cost and resources analysis, the site administrator in consultation with the Chief Accountability Officer (CAO) will determine whether it is possible to implement the requested language acquisition program.

A. Within 60 calendar days of reaching the threshold described above, the school will provide notice in writing to the parents of the students attending the school, the school's teachers and administrators of its determination.

- Determination to implement language acquisition program at the school: should the school be able to implement the program, the school will publish a reasonable timeline of actions necessary to implement the language acquisition program. As part of the implementation, the school leadership confers with school personnel including administration, and teachers with the authorizations required to provide or oversee programs and services for ELs, regarding the design and content of the language acquisition program.
- Determination not to implement language acquisition program at the school: in the case where it is determined that it is not possible to implement a language acquisition program requested by the parents, the school shall provide in written form an explanation of the reasons that the program cannot be provided and may offer an alternative option that can be implemented at the school. Citations: EC Sections 305 and 310; 5CCR Section 11311 and 11312

CHAPTER 7: PROGRAM EVALUATION

PROGRAM EVALUATION OVERVIEW

Evaluating the English Learner program, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about practices, services and procedures.
Evaluation should be ongoing so that data is constantly being gathered and examined to guide decisions about what does or does not work and why. A formative evaluation during the first semester will provide an opportunity to apply evaluation feedback and make improvements to the program immediately.

A summative evaluation at the end of the year will help the school identify the successes of the program, practices, procedures, or activities, as well as identify the areas needing improvement. Recommendations about whether or not practices should be continued are determined for the next school year. Formative and summative evaluations together are powerful tools for making educational decisions and setting policies about programs and practices for ELs.

A system of program evaluation can provide a rich source of information for teaching and guiding ELs' learning, assist in gauging the effectiveness of practices and procedures that support ELs, contribute to student achievement, and satisfy reporting requirements, especially those related to student success.

EL Program Needs Assessment

An Annual EL Needs Assessment will be conducted by the Charter School under the streamlined responsibilities to the School Advisory Council (SAC)/EL-PAC. The recommendations should be shared with the Executive Administrator and in collaboration, next steps will be identified based on the recommendations. These next steps will be shared with SAC/EL-PAC.

Coversheet

YPICS FY26-27 August Financials

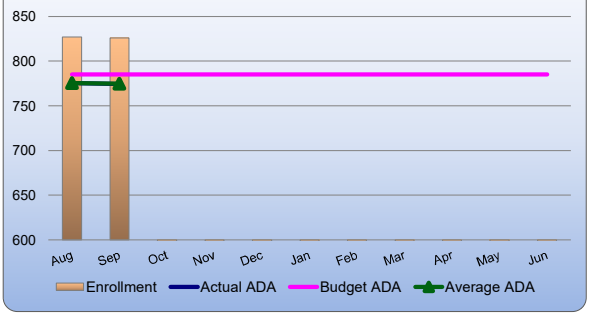
Section:	V. Items Scheduled For Action
Item:	A. YPICS FY26-27 August Financials
Purpose:	Vote
Submitted by:	
Related Material:	26-27 YPICS Financials Board Packet 08.26.pdf

EXCELLENT CMO - Financial Dashboard (August 2026)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

Enrollment is currently 13 students below budget, resulting in a $192K decrease in LCFF Revenue.

Forecast includes $1.99M of restricted one-time funds. An additional $705K remains available to spend through FY27/28.

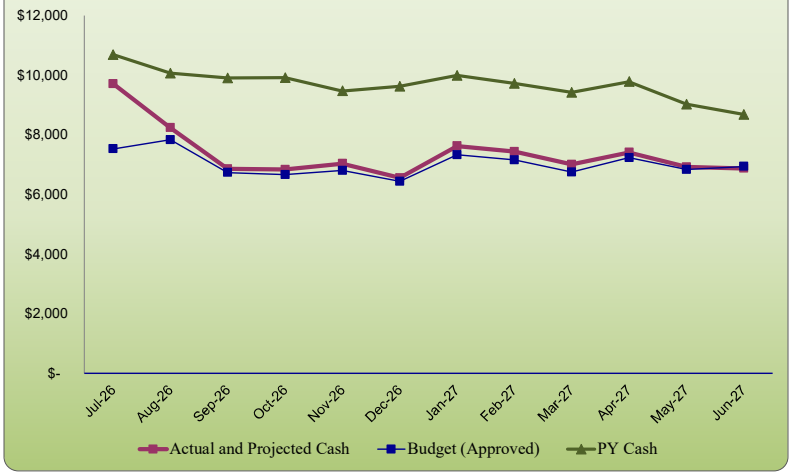
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Attendance Analysis	Actual through Month 2	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26 P2	FY 24-25 P2
Enrollment	826	827	840	(13)	830	(3)	824	0
ADA %	94.5%	93.8%	93.5%	0.3%	280.0%	-186.2%	95.0%	0.0%
Average ADA	774.89	773.58	785.15	(11.57)	785.15	(11.57)	752.22	0.00

4

Income Statement	Actual through 08/31/26	Forecast as of 08/31/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	902,900	12,427,021	12,619,292	(192,271)	12,619,292	(192,271)	11,610,960	12,113,655
Federal Revenue	32,336	1,414,004	1,421,263	(7,259)	1,421,263	(7,259)	1,444,130	1,922,813
State Revenue	1,517,503	3,749,678	3,568,093	181,585	3,568,093	181,585	3,745,758	3,118,156
Other Local Revenue	166,514	1,595,928	1,612,293	(16,365)	1,612,293	(16,365)	1,212,013	1,763,592
Grants/Fundraising	49,943	93,510	62,000	31,510	62,000	31,510	59,438	100,626
TOTAL REVENUE	2,669,196	19,280,141	19,282,941	(2,800)	19,282,941	(2,800)	18,072,299	19,018,842
Total per ADA		24,923	24,560	364	24,927	(4)	24,025	23,742
w/o Grants/Fundraising		24,802	24,481	322	24,847	(44)	23,946	23,616
Certificated Salaries	733,140	6,647,295	6,813,213	165,918	6,813,213	165,918	6,486,199	6,164,145
Classified Salaries	446,171	3,225,462	3,138,341	(87,121)	3,138,341	(87,121)	3,172,669	3,238,813
Benefits	681,548	3,306,424	3,291,643	(14,781)	3,291,643	(14,781)	3,300,154	3,125,796
Student Supplies	204,784	1,446,581	1,450,774	4,193	1,450,774	4,193	1,212,743	1,696,032
Operating Expenses	928,548	4,684,142	4,450,937	(233,205)	4,450,937	(233,205)	4,334,182	4,531,116
Other	144,967	998,839	1,012,244	13,405	1,012,244	13,405	1,012,747	1,017,924
TOTAL EXPENSES	3,139,158	20,308,742	20,157,152	(151,591)	20,157,152	(151,591)	19,518,693	19,773,826
Total per ADA		26,253	25,673	(580)	26,057	196	25,948	24,684
NET INCOME / (LOSS)	(469,963)	(1,028,601)	(874,210)	(154,391)	(874,210)	(154,391)	(1,446,394)	(754,984)
Op Inc Exluding Non-cash Lease Exp	(321,028)	(141,168)	8,917	(150,086)	15,040	(156,208)	(539,501)	0

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



Year-End Cash Balance		
Projected	Budget	Variance
6,876,889	6,939,852	(62,963)

6

Balance Sheet	6/30/2026	7/31/2026	8/31/2026	6/30/2027 FC
Assets				
Cash, Operating	8,681,355	9,225,830	8,271,762	**6,908,053**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	1,613,470	377,815	239,138	**1,772,016**
Due From Others	2,956	2,956	758	**758**
Deposits/Prepaids	302,784	114,098	114,098	**316,505**
Net Fixed Assets	24,409,212	24,531,294	24,458,930	**23,787,513**
Lease Assets	1,868,411	1,851,894	1,835,335	**1,676,509**
Other Assets	0	0	0	**0**
Total Assets	36,878,189	36,103,886	34,920,022	**34,461,353**
Liabilities				
A/P & Payroll	482,352	1,008,193	589,230	**438,522**
Due to Others	478,460	432,761	361,532	**613,181**
Deferred Revenue	1,426,555	0	0	**367,102**
Lease Liabilities	1,985,869	1,953,740	1,939,165	**1,798,542**
Other Liabilities	103,761	103,761	103,761	**103,761**
Total Debt	6,455,551	6,455,551	6,455,551	**6,228,101**
Total Liabilities	10,932,548	9,954,007	9,449,239	**9,549,209**
Equity				
Beginning Fund Bal.	27,392,036	25,945,642	25,945,642	**25,945,642**
Net Income/(Loss)	(1,446,394)	204,239	(474,858)	**(1,033,496)**
Total Equity	25,945,642	26,149,881	25,470,784	**24,912,146**
Total Liabilities & Equity	36,878,190	36,103,888	34,920,023	**34,461,354**

Days Cash on Hand	170	173	155	130
Cash Reserve %	46.6%	47.5%	42.6%	35.5%

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BERT CORONA CHARTER SCHOOL - Financial Dashboard (August 2026)

1

Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

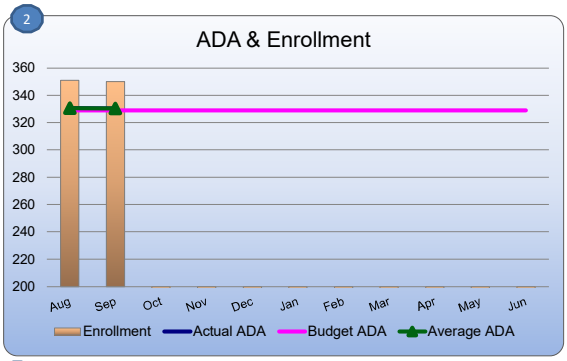
Year-End Cash

KEY POINTS

Enrollment is currently 0 students below budget, with attendance trending 0.41 higher, resulting in a $21K increase in LCFF Revenue.

Forecast includes $659K of restricted one-time funds. An additional $479K remains available to spend through FY27/28.

2



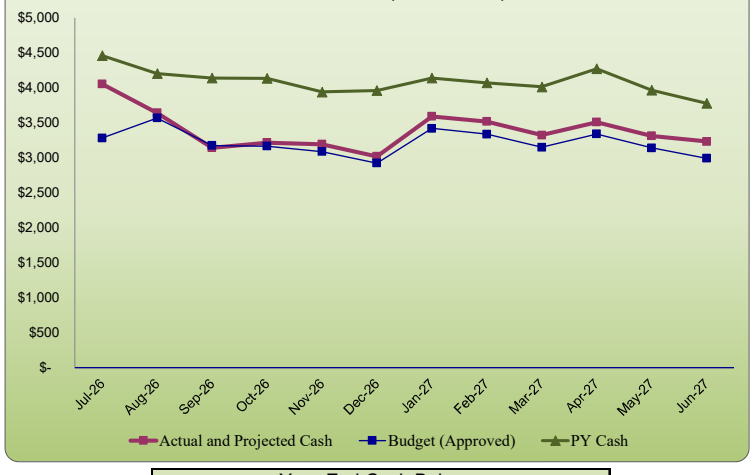
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Attendance Analysis	Actual through Month 2	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Enrollment	350	**350**	350	0	350	0	347	341
Attendance %	94.7%	**94.2%**	94.0%	0.2%	94.0%	0.2%	92.0%	93.1%
Avg Daily Attendance (ADA)	330.49	**329.41**	329.00	0.41	329.00	0.41	319.08	319.10

4

Income Statement	Actual through 08/31/26	Forecast as of 08/31/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	378,858	**5,024,152**	5,003,373	20,778	5,003,373	20,778	4,668,091	4,563,743
Federal Revenue	14,883	**633,708**	620,324	13,384	620,324	13,384	643,106	778,186
State Revenue	673,519	**1,562,854**	1,532,000	30,854	1,532,000	30,854	1,699,894	1,329,132
Other Local Revenue	70,774	**660,604**	659,915	689	659,915	689	454,308	774,895
Grants/Fundraising	36,510	**36,510**	15,000	21,510	15,000	21,510	21,739	55,011
TOTAL REVENUE	1,174,543	**7,917,828**	7,830,613	87,216	7,830,613	87,216	7,487,138	7,500,966
Total per ADA		**24,036**	23,801	235	23,772	265	23,465	23,507
w/o Grants/Fundraising		**23,926**	23,756	170	23,726	199	23,397	23,334
Certificated Salaries	261,013	**2,478,947**	2,506,007	27,061	2,506,007	27,061	2,313,448	2,198,546
Classified Salaries	161,201	**1,174,459**	1,150,685	(23,773)	1,150,685	(23,773)	1,123,243	1,181,236
Benefits	212,026	**1,161,551**	1,167,405	5,853	1,167,405	5,853	1,114,906	1,070,422
Student Supplies	120,263	**664,273**	645,349	(18,924)	645,349	(18,924)	587,375	810,998
Operating Expenses	535,642	**2,424,646**	2,348,891	(75,755)	2,348,891	(75,755)	2,262,687	2,151,385
Other	13,268	**87,005**	84,546	(2,459)	84,546	(2,459)	81,450	82,117
TOTAL EXPENSES	1,303,413	**7,990,881**	7,902,884	(87,997)	7,902,884	(87,997)	7,483,109	7,494,704
Total per ADA		**24,258**	24,021	(237)	23,991	267	23,452	23,487
NET INCOME / (LOSS)	(128,870)	**(73,053)**	(72,271)	(782)	(72,271)	(782)	4,029	6,263
OPERATING INCOME	(115,602)	**13,952**	12,275	1,677	12,275	1,677	85,479	88,379

5



Year-End Cash Balance		
Projected	Budget	Variance
3,231,317	2,992,848	238,469

6

Balance Sheet	6/30/2026	7/31/2026	8/31/2026	6/30/2027
Assets				
Cash, Operating	3,776,827	4,052,626	3,641,996	**3,231,317**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	763,603	198,478	128,957	**778,253**
Due From Others	5	5	5	**5**
Deposits/Prepaids	178,228	101,875	101,875	**183,752**
Net Fixed Assets	677,268	865,319	858,684	**784,948**
Lease Assets	1,691,216	1,680,022	1,668,802	**1,562,048**
Other Assets	0	0	0	**0**
Total Assets	7,087,147	6,898,325	6,400,320	**6,540,323**
Liabilities				
A/P & Payroll	124,966	267,252	240,148	**115,844**
Due to Others	45,292	29,502	29,410	**36,627**
Deferred Revenue	624,865	0	0	**290,411**
Lease Liabilities	1,806,895	1,783,961	1,774,502	**1,685,364**
Other Liabilities	22,596	22,596	22,596	**22,596**
Total Debt	0	0	0	**0**
Total Liabilities	2,624,613	2,103,311	2,066,656	**2,150,842**
Equity				
Beginning Fund Bal.	4,458,505	4,462,534	4,462,534	**4,462,534**
Net Income/(Loss)	4,029	332,480	(128,870)	**(73,053)**
Total Equity	4,462,534	4,795,014	4,333,664	**4,389,481**
Total Liabilities & Equity	7,087,147	6,898,325	6,400,320	**6,540,323**

Days Cash on Hand	186	189	168	**149**
Cash Reserve %	51.0%	51.8%	46.1%	**40.9%**

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BERT CORONA CHARTER SCHOOL
Financial Analysis
August 2026

Net Income

Bert Corona Charter School is projected to achieve a net income of -$73K in FY26-27 compared to -$72K in the board approved budget. Reasons for this negative $1K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of August 31, 2026, the school's cash balance was $3.64M. By June 30, 2027, the school's cash balance is projected to be $3.23M, which represents a 41% reserve.

As of August 31, 2026, the Accounts Receivable balance was $129K, down from $199K in the previous month, due to the receipt of revenue earned in FY25-26.

As of August 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled $240K, compared to $267K in the prior month.

As of August 31, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY26-27 is projected to be $7.92M, which is $87K or 1.1% over budgeted revenue of $7.83M.

Expenses

Total expenses for FY26-27 are projected to be $7.99M, which is $88K or 1.1% over budgeted expenditures of $7.90M.

Contracted Substitute Teacher costs are projected to be higher than budget by $20K.

Other Consultants costs are projected to be higher than budget by $20K.

Vendor Repairs are projected to be higher than budget by $21K.

ADA

Budgeted P2 ADA is 329.00 based on enrollment of 350 and a 94.0% attendance rate.

Forecast P2 ADA is 329.41 based on enrollment of 350 and a 94.2% attendance rate.

Actual ADA through Month 2 is 330.49 with ending enrollment of 350 and a 94.7% attendance rate.

In Month 2, ADA was 330.33 with a 94.3% attendance rate.

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

MONSENOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (August 2026)

1

Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

Year-End Cash

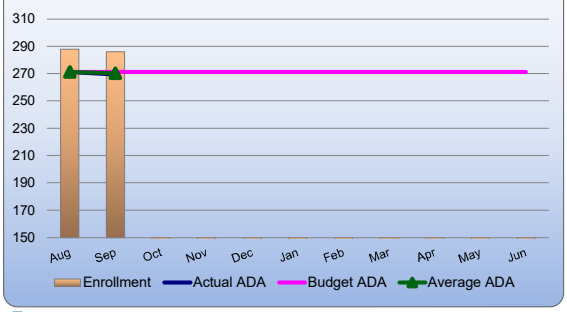
KEY POINTS

Enrollment is currently 3 students below budget, resulting in a $34K decrease in LCFF Revenue.

Forecast includes $782K of restricted one-time funds. An additional $182K remains available to spend through FY27/28.

2

ADA & Enrollment



3

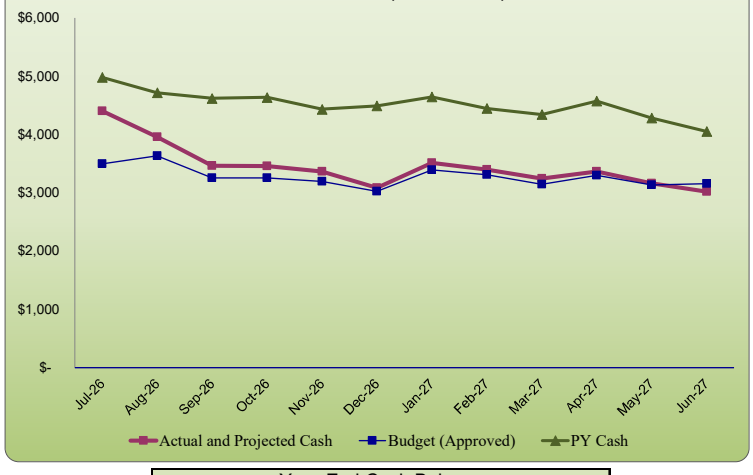
Attendance Analysis	Actual through Month 2	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Enrollment	286	**287**	290	(3)	290	(3)	279	302
Attendance %	95.0%	**93.9%**	93.5%	0.4%	93.5%	0.4%	92.6%	93.1%
Avg Daily Attendance (ADA)	270.35	**268.90**	271.15	(2.25)	271.15	(2.25)	256.31	276.44

4

Income Statement	Actual through 08/31/26	Forecast as of 08/31/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	306,963	**4,158,675**	4,192,781	(34,106)	4,192,781	(34,106)	3,802,477	3,990,563
Federal Revenue	11,955	**496,488**	506,351	(9,863)	506,351	(9,863)	495,133	679,965
State Revenue	643,506	**1,474,141**	1,336,800	137,341	1,336,800	137,341	1,231,955	1,210,608
Other Local Revenue	69,025	**584,326**	587,341	(3,015)	587,341	(3,015)	449,590	663,946
Grants/Fundraising	8,748	**20,000**	10,000	10,000	10,000	10,000	9,779	0
TOTAL REVENUE	1,040,197	**6,733,630**	6,633,273	100,357	6,633,273	100,357	5,988,936	6,545,081
Total per ADA		**25,041**	24,463	578	24,668	373	23,366	23,676
w/o Grants/Fundraising		**24,967**	24,427	540	24,631	336	23,328	23,676
Certificated Salaries	216,102	**2,015,254**	2,063,135	47,881	2,063,135	47,881	1,963,880	1,944,798
Classified Salaries	122,361	**917,296**	910,727	(6,570)	910,727	(6,570)	877,744	894,341
Benefits	172,950	**976,683**	898,265	(78,418)	898,265	(78,418)	939,731	879,245
Student Supplies	57,222	**499,506**	507,415	7,909	507,415	7,909	385,961	532,044
Operating Expenses	419,282	**2,303,280**	2,188,490	(114,791)	2,188,490	(114,791)	1,987,728	2,152,173
Other	127,114	**884,744**	900,608	15,863	900,608	15,863	901,706	904,049
TOTAL EXPENSES	1,115,030	**7,596,765**	7,468,640	(128,125)	7,468,640	(128,125)	7,056,751	7,306,650
Total per ADA		**28,251**	27,544	(707)	27,775	476	27,532	26,431
NET INCOME / (LOSS)	(74,833)	**(863,135)**	(835,367)	(27,768)	(835,367)	(27,768)	(1,067,815)	(761,568)
OPERATING INCOME	52,280	**(105,845)**	(79,924)	(25,921)	(79,924)	(25,921)	(298,062)	6,119

5

Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
3,020,000	3,157,603	(137,603)

6

Balance Sheet	6/30/2026	7/31/2026	8/31/2026	6/30/2027
Assets				
Cash, Operating	4,051,227	4,402,954	3,958,298	**3,020,000**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	544,119	104,121	55,651	**652,245**
Due From Others	1,534	1,534	0	**0**
Deposits/Prepaids	48,631	1,416	1,416	**52,479**
Net Fixed Assets	23,674,929	23,611,252	23,547,815	**22,972,639**
Lease Assets	30,623	29,950	29,274	**22,371**
Other Assets	0	0	0	**0**
Total Assets	28,351,063	28,151,226	27,592,454	**26,719,733**
Liabilities				
A/P & Payroll	103,447	133,808	126,251	**94,601**
Due to Others	429,321	403,199	332,121	**437,013**
Deferred Revenue	608,031	0	0	**76,691**
Lease Liabilities	30,623	29,950	29,274	**22,371**
Other Liabilities	23,542	23,542	23,542	**23,542**
Total Debt	6,455,551	6,455,551	6,455,551	**6,228,101**
Total Liabilities	7,650,514	7,046,050	6,966,739	**6,882,320**
Equity				
Beginning Fund Bal.	21,768,364	20,700,549	20,700,549	**20,700,549**
Net Income/(Loss)	(1,067,815)	404,628	(74,833)	**(863,135)**
Total Equity	20,700,549	21,105,177	20,625,715	**19,837,414**
Total Liabilities & Equity	28,351,063	28,151,227	27,592,454	**26,719,734**
Days Cash on Hand	235	239	211	**161**
Cash Reserve %	64.4%	65.6%	57.9%	**44.2%**

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MONSENOR OSCAR ROMERO CHARTER SCHOOL
Financial Analysis
August 2026

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -$863K in FY26-27 compared to -$835K in the board approved budget. Reasons for this negative $28K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of August 31, 2026, the school's cash balance was $3.96M. By June 30, 2027, the school's cash balance is projected to be $3.02M, which represents a 44% reserve.

As of August 31, 2026, the Accounts Receivable balance was $56K, down from $104K in the previous month, due to the receipt of revenue earned in FY25-26.

As of August 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled $126K, compared to $134K in the prior month.

As of August 31, 2026, MORCS had a debt balance of $6.46M compared to $6.46M in the prior month. An additional $227K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY26-27 is projected to be $6.73M, which is $100K or 1.5% over budgeted revenue of $6.63M.

Other State Revenue - is projected to be above budget by $151K due to moving additional Learning Recovery funds into FY26-27.

Expenses

Total expenses for FY26-27 are projected to be $7.60M, which is $128K or 1.7% over budgeted expenditures of $7.47M.

Health Insurance expenses are projected to be higher than budget by $90K

ADA

Budgeted P2 ADA is 271.15 based on enrollment of 290 and a 93.5% attendance rate.

Forecast P2 ADA is 268.90 based on enrollment of 287 and a 93.9% attendance rate.

Actual ADA through Month 2 is 270.35 with ending enrollment of 286 and a 95.0% attendance rate.

In Month 2, ADA was 269.33 with a 94.1% attendance rate.

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

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

1 Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

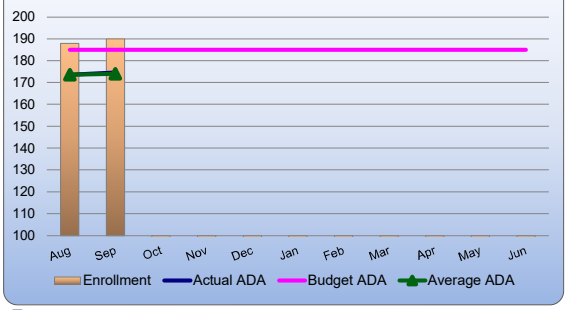
Year-End Cash

KEY POINTS

Enrollment is currently 10 students below budget, resulting in a $179K decrease in LCFF Revenue.

Forecast includes $545K of restricted one-time funds. An additional $44K remains available to spend through FY27/28.

2 ADA & Enrollment



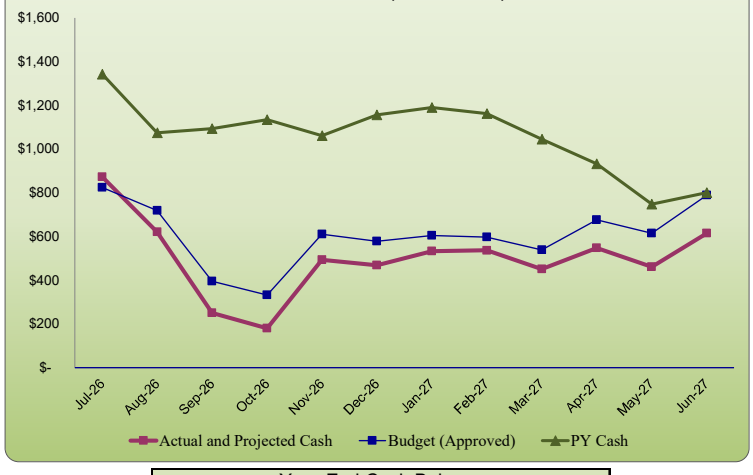
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Attendance Analysis	Actual through Month 2	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Enrollment	190	**190**	200	(10)	190	0	198	229
Attendance %	93.3%	**92.7%**	92.5%	0.2%	92.5%	0.2%	91.5%	91.5%
Avg Daily Attendance (ADA)	174.05	**175.27**	185.00	(9.73)	185.00	(9.73)	176.83	205.53

4

Income Statement	Actual through 08/31/26	Forecast as of 08/31/26	FY 26-27 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 25-26	FY 24-25
Local Control Funding Formula	217,079	**3,244,195**	3,423,138	(178,943)	3,423,138	(178,943)	3,140,392	3,559,349
Federal Revenue	5,498	**283,808**	294,588	(10,780)	294,588	(10,780)	305,891	464,662
State Revenue	200,479	**712,683**	699,293	13,390	699,293	13,390	813,909	578,416
Other Local Revenue	26,235	**350,998**	365,036	(14,039)	365,036	(14,039)	295,311	311,886
Grants/Fundraising	4,685	**37,000**	37,000	0	37,000	0	27,920	45,615
TOTAL REVENUE	453,975	**4,628,683**	4,819,056	(190,373)	4,819,056	(190,373)	4,583,422	4,959,929
Total per ADA		**26,409**	26,049	360	27,495	(1,086)	25,920	24,132
w/o Grants/Fundraising		**26,198**	25,849	349	27,284	(1,086)	25,762	23,910
Certificated Salaries	151,212	**1,457,262**	1,523,537	66,275	1,523,537	66,275	1,569,761	1,581,952
Classified Salaries	112,583	**835,082**	771,979	(63,104)	771,979	(63,104)	799,162	841,570
Benefits	137,872	**783,323**	801,800	18,477	801,800	18,477	854,270	855,494
Student Supplies	27,088	**273,899**	272,990	(909)	272,990	(909)	230,789	329,672
Operating Expenses	287,381	**1,347,307**	1,391,099	43,792	1,391,099	43,792	1,485,540	1,322,322
Other	4,098	**24,223**	24,223	0	24,223	0	26,508	28,597
TOTAL EXPENSES	720,235	**4,721,097**	4,785,629	64,532	4,785,629	64,532	4,966,030	4,959,607
Total per ADA		**26,936**	25,868	(1,068)	27,304	(368)	28,084	24,131
NET INCOME / (LOSS)	(266,259)	**(92,414)**	33,427	(125,841)	33,427	(125,841)	(382,608)	322
OPERATING INCOME	(262,162)	**(68,190)**	57,651	(125,841)	57,651	(125,841)	(356,100)	28,919

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



Year-End Cash Balance		
Projected	Budget	Variance
614,963	788,758	(173,796)

6

Balance Sheet	6/30/2026	7/31/2026	8/31/2026	6/30/2027
Assets				
Cash, Operating	800,182	872,358	620,500	**614,963**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	305,748	75,216	54,531	**341,518**
Due From Others	1,244	1,244	580	**580**
Deposits/Prepaids	47,665	1,041	1,041	**51,089**
Net Fixed Assets	51,360	49,311	47,263	**27,137**
Lease Assets	20,617	20,163	19,708	**15,061**
Other Assets	0	0	0	**0**
Total Assets	1,226,816	1,019,333	743,622	**1,050,347**
Liabilities				
A/P & Payroll	208,568	204,341	190,049	**188,516**
Due to Others	3,848	60	0	**139,060**
Deferred Revenue	193,660	0	0	**0**
Lease Liabilities	20,617	20,163	19,708	**15,061**
Other Liabilities	17,565	17,565	17,565	**17,565**
Total Debt	0	0	0	**0**
Total Liabilities	444,257	242,130	227,323	**360,202**
Equity				
Beginning Fund Bal.	1,165,167	782,559	782,559	**782,559**
Net Income/(Loss)	(382,608)	(5,356)	(266,259)	**(92,414)**
Total Equity	782,559	777,203	516,300	**690,145**
Total Liabilities & Equity	1,226,816	1,019,333	743,622	**1,050,348**

Days Cash on Hand	59	67	48	**48**
Cash Reserve %	16.2%	18.3%	13.2%	**13.1%**

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Bert Corona Charter High School
Financial Analysis
August 2026

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -$92K in FY26-27 compared to $33K in the board approved budget. Reasons for this negative $126K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of August 31, 2026, the school's cash balance was $621K. By June 30, 2027, the school's cash balance is projected to be $615K, which represents a 13% reserve.

As of August 31, 2026, the Accounts Receivable balance was $55K, down from $75K in the previous month, due to the receipt of revenue earned in FY25-26.

As of August 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled $190K, compared to $204K in the prior month.

As of August 31, 2026, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY26-27 is projected to be $4.63M, which is $190K or 4.0% under budgeted revenue of $4.82M.

LCFF Revenue – is projected to be below budget by $179K due to lower enrollment.

Expenses

Total expenses for FY26-27 are projected to be $4.72M, which is $65K or 1.3% under budgeted expenditures of $4.79M.

Intra-Agency Fees are projected to be lower than budget by $47K mainly due to the lower enrollment.

ADA

Budgeted P2 ADA is 185.00 based on enrollment of 200 and a 92.5% attendance rate.

Forecast P2 ADA is 175.27 based on enrollment of 190 and a 92.7% attendance rate.

Actual ADA through Month 2 is 174.05 with ending enrollment of 190 and a 93.3% attendance rate.

In Month 2, ADA was 174.61 with a 92.3% 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 07/01/26 to 09/30/26

Check #	Vendor Name	Date	Description	Amount
A033536	7 LAYER IT SOLUTIONS, INC.	8/4/2026	07/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
A033734	7 LAYER IT SOLUTIONS, INC.	8/18/2026	08/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
P095010	ADELANTE EDUCATIONAL SERVICES, INC	7/7/2026	EXECUTIVE DIRECTOR SUPPORT FOR 2026 LOCAL INDICATOR SELF-REFLECTION	1,000.00
P096718	AFLAC WORLDWIDE HEADQUARTERS	8/4/2026	07/26 - HEALTH PREMIUM	2,234.62
313721	ALEXANDRA SANCHEZ	8/26/2026	08/26 - FINAL CHECK	1,833.01
313712	AMANECER CONSULTING GROUP	8/21/2026	CCSPP CAPACITY BUILDING SUPPORT & TECHNICAL ASSISTANCE	15,000.00
P097035	Amazon Capital Services	8/11/2026	PORTABLE CHARGER	2,473.10
P096545	Amazon Capital Services	7/31/2026	BOOKS	377.17
P095009	Amazon Capital Services	7/7/2026	USB-C CABLE	1,093.72
313650	AT&T	7/21/2026	06/26 - FAX SERVICE	214.04
313689	AT&T	8/10/2026	07/26 - FAX SERVICE	214.04
313651	AT&T MOBILITY	7/21/2026	06/18/26-07/17/26 - HOTSPOTS	2,418.86
313702	AT&T MOBILITY	8/12/2026	08/02/26-09/01/26 - HOTSPOTS	2,328.28
EFT07/01/26-BSCM	BLUE SHIELD OF CALIFORNIA	7/1/2026	07/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
EFT08/03/26-BSCM	BLUE SHIELD OF CALIFORNIA	8/3/2026	08/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
313652	BLUE WAVE	7/21/2026	PE SHORTS, SHIRTS, POLOS	29,956.00
313703	BLUE WAVE	8/12/2026	POLOS	7,841.00
E029985	BUR-CAL TERMITE & PEST CONTROL INC.	8/11/2026	06/24/26 - PEST CONTROL	770.00
313675	CALIFORNIA CHARTER SCHOOLS ASSOCIATION	7/31/2026	FY26/27 - CCSA MEMBERSHIP RENEWAL	19,704.00
313662	CALIFORNIA STATE DISBURSEMENT UNIT	7/27/2026	06/30/26 PAYROLL - CASE # 200000002665853	1,719.13
P095011	CAREPORTAL	7/7/2026	06/26 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
P097036	CAREPORTAL	8/11/2026	07/26 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
313725	CARLOS FERNANDEZ	8/26/2026	08/26 - FINAL CHECK	2,251.80
313724	CARLOS FERNANDEZ	8/26/2026	VOID	0.00
EFT07/28/26-0517M	CCU - KM - 0517	7/28/2026	STATEMENT ENDING - 06/28/26	889.78
EFT08/31/26-0517M	CCU - KM - 0517	8/31/2026	STATEMENT ENDING - 07/28/26	764.59
EFT06/28/26-0178M	CCU - LG - 0178	7/28/2026	STATEMENT CLOSING - 06/28/26	670.17
EFT07/28/26-0954M	CCU - MG - 0954	7/28/2026	STATEMENT ENDING - 06/28/26	4,352.28
EFT08/31/26-0954M	CCU - MG - 0954	8/31/2026	STATEMENT ENDING - 07/28/26	192.13
EFT06/28/26-0112M	CCU - RB - 0112	7/28/2026	STATEMENT CLOSING - 06/28/26	241.79
EFT07/28/26-0194M	CCU - YF - 0194	7/28/2026	STATEMENT ENDING - 06/28/26	960.56
EFT06/28/26-1051M	CCU - YM - 1051	7/28/2026	STATEMENT CLOSING - 06/28/26	2,680.40
EFT07/28/26-0509M	CCU -DR - 0509	7/28/2026	STATEMENT ENDING - 06/28/26	894.67
EFT08/27/26-0509M	CCU -DR - 0509	8/27/2026	STATEMENT ENDING - 07/28/26	72.97
EFT08/27/26-0715M	CCU01- FZ - 0715	8/27/2026	STATEMENT ENDING - 07/28/26	685.35
313696	CDW GOVERNMENT, INC.	8/10/2026	ADMIN TOOLS UNLIMITED SUBSCRIPTION, DISCOUNT	2,685.40
313726	CHARACTERSTRONG LLC	8/31/2026	08/19/26-08/18/27 - ANNUAL SUBSCRIPTION SEL CURRICULUM	20,791.40
313727	CHARTERSAFE	8/31/2026	FY26/27 - GENERAL INSURANCE - PAID IN FULL, WORKERS COMP	364,377.00
313677	CHRISTOPHER LINGAT	8/4/2026	04/26-06/26 - MILEAGE	55.61
313698	CIF Los Angeles city section	8/10/2026	FY25/26 - CIF SPORTS ENROLLMENT FEE, SPORTS FEE, ETC	3,107.00
P095008	CLASSROOM CREW LLC	7/7/2026	06/26 - SPED SERVICES - APE	2,012.50
313666	COUNTY OF LOS ANGELES	7/31/2026	02/06/26 - FOOD SAFETY INSPECTIONS	197.00
A033736	CROSS COUNTRY EDUCATION	8/18/2026	06/01/26-06/30/26 -SPED SERVICE COTA,OT, SLP, SLPA	9,343.83
313687	DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT	8/10/2026	2026 - REGISTRATION RENEWAL SERIAL # 11891263S13702	37.00
313664	DEPARTMENT OF JUSTICE	7/31/2026	06/26 - FINGERPRINT APPS & FBI	98.00
313728	DMV RENEWAL	8/31/2026	2027 - REGIS RENEWAL VIN #5FNRL6H7XTB000094	593.00
313713	EDLIO, LLC	8/21/2026	07/01/26-06/30/27 - SUBSCRIPTION - EDLIO MOBILE APP ACCESS	3,500.00
313693	EMPLOYMENT DEVELOPMENT DEPARTMENT	8/10/2026	04/01/26-06/30/26 - SEF LOCAL EXPERIENCE CHARGE	1,368.60
313699	ENOME, INC DBA GOALBOOK	8/10/2026	FY26/27 - RENEWAL OF GOALBOOK TOOLKIT ACCESS, DISCOUNT	7,650.00
E029244	EVERYDAY SPEECH LLC	7/2/2026	TEAM PLAN - INDIVIDUAL LICENSE	599.00
313653	EXED	7/21/2026	06/26 - MANAGEMENT CONTRACT FEE & CALPADS	26,160.00
313714	EXED	8/21/2026	07/26 - MANAGEMENT CONTRACT FEE, CALPADS	26,222.50
313682	EXPATIATE COMMUNICATION INC.	8/4/2026	2ND INSTALLMENT OF SPECIAL EDUCATION PROGRAM STUDY	6,500.00
P096125	FLOYD SKEREN MANUKIAN LANGEVIN, LLP	7/27/2026	04/26 - LEGAL SERVICE	1,502.00
P096542	FRANCISCO TOPETE	7/31/2026	SOUND AND LIGHTING SERVICE FOR GRADUATION	300.00
313641	FREDDY ZEPEDA	7/7/2026	09/25-12/25 - MILEAGE	355.56
313686	FRESH START HEALTHY MEALS, INC.	8/4/2026	05/26 - STUDENTS BREAKFAST, LUNCH, SALAD	36,085.60
313642	FRESH START HEALTHY MEALS, INC.	7/7/2026	05/26 - SNACKS, LUNCH, BREAKFAST, ETC	13,438.72
313690	FRESH START HEALTHY MEALS, INC.	8/10/2026	05/26/26 - STUDENT BREAKFAST	42,127.62
313669	FRONTIER	7/31/2026	07/13/26-08/12/26 - FAX SERVICE & ONE TIME CHARGE	434.11
313715	FULCRUM LEARNING SYSTEMS, INC.	8/21/2026	FIELD DAY, CHALLENGE COURSE EXPERIENCE	7,000.00
P095007	GABRIEL CONSTANEDA	7/7/2026	BOXES OF ASSORTED DESSERTS	960.00
313673	GREEN WORKS SOLUTIONS	7/31/2026	FRAMING, DUCTING, INSULATION RM 5	123,010.00
313654	HERNANDEZ JANITORIAL SERVICES	7/21/2026	06/16/26-06/31/26 - MAINTENANCE SERVICE	1,996.50
313671	HERNANDEZ JANITORIAL SERVICES	7/31/2026	07/01/26-07/15/26 - MAINTENANCE SERVICE	907.50
313695	HERNANDEZ JANITORIAL SERVICES	8/10/2026	07/16/26-07/31/26 - MAINTENANCE SERVICE	2,178.00
P096722	HESS AND ASSOCIATES, INC.	8/4/2026	FY25/26 - 4TH QUARTER RETIREMENT REPORT	575.00
313635	HOME DEPOT CREDIT SERVICES	7/2/2026	06/01/26 - CUSTODIAL SUPPLIES	27.54
313679	HOME DEPOT CREDIT SERVICES	8/4/2026	06/26 - CUSTODIAL SUPPLIES	510.69
313729	IMPACT FACILITIES SERVICES INC	8/31/2026	08/01/26-08/31/26 - MAINTENANCE SERVICE	13,500.00
313685	INFINITE CAMPUS, INC.	8/4/2026	08/26-07/27 - YEARLY EVENT SERIES, SUPPORT SIS, ETC	26,260.15
313707	JAMES SCHEIBLE	8/14/2026	FY26/27 - SUPPORT CHARTER RENEWAL	10,000.00
P096720	JEANNETTE M CRUZ REIBER	8/4/2026	07/26 - MONTHLY CREDENTIALING SERVICES	900.00
313636	JENNIFER I. OBANDO-SALGUERO	7/2/2026	07/14/26-07/16/26 - MEAL PER DIEM - 2026 MTSS PLI	129.50
313716	JENNIFER I. OBANDO-SALGUERO	8/21/2026	07/14/26-07/16/26 - MILEAGE REIMBURSEMENT, PAKRING	150.40
313637	JENNIFER SANTACRUZ	7/2/2026	07/14/26-07/16/26 - MEAL PER DIEM - 2026 MTSS PLI	129.50
313717	KEVIN MYERS - PETTY CASH	8/21/2026	REIM: FOOD & DRINKS FOR STUDENT, FOLKLORICO DANCERS	167.50
313638	KIMBERLY LEE	7/2/2026	07/14/26-07/16/26 - MEAL PER DIEM - 2026 MTSS PLI	129.50
313708	KIMBERLY PISTILLI	8/14/2026	03/03/26-03/05/26 - LODGING & FOOD DURING CABE CONFERENCE	600.00
313655	LA DEPT. OF WATER AND POWER	7/21/2026	04/30/26-06/30/26 - FIRE SERVICE CHARGES	8,900.82
313674	LA DEPT. OF WATER AND POWER	7/31/2026	06/17/26-7/17/26 - ELECTRIC, WATER, SEWER CHARGES	8,150.16
313701	LA DEPT. OF WATER AND POWER	8/10/2026	07/01/26-07/31/26 - ELECTRIC CHARGES	8,669.55
313700	LARSON COMMUNICATIONS	8/10/2026	07/26 - PUBLIC RELATIONS BILLING	17,000.00

Check #	Vendor Name	Date	Description	Amount
A033412	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	7/27/2026	06/26 - LEGAL SERVICES	5,429.00
A033626	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	8/11/2026	07/26 - LEGAL SERVICES	1,433.50
E029986	LEVEL DATA, LLC	8/11/2026	07/15/26-07/14/27 - GROW VIDEO HUB	3,946.86
313672	LOS ANGELES COUNTY OFFICE OF EDUCATION	7/31/2026	SERVICES COMPLETED UNDER CONTRACT #C-25479	1,200.00
P097038	Los Angeles Unified School District	8/11/2026	06/26 - PREVENTIVE MAINTENANCE, ES	1,827.60
P096544	LUIS GIRON	7/31/2026	07/26 - LANDSCAPING SERVICE	800.00
P097784	LUIS GIRON	8/21/2026	07/26 - LANDSCAPING SERVICE	3,661.21
313663	MAJOR METROPOLITAN SECURITY	7/31/2026	08/26 - BURGLAR ALARM MONITORING SERVICE	405.00
313704	MAJOR METROPOLITAN SECURITY	8/12/2026	09/26 - BURGLAR ALARM MONITORING SERVICE	405.00
313643	MARIA FATIMA ORTIZ	7/7/2026	05/22/26 -TRANSPORTATION - SIX FLAGS MAGIC MOUNTAIN	3,600.00
313639	MARIA FATIMA ORTIZ	7/2/2026	06/05/26 - TRANSPORTATION - UNIVERSAL CITY WALK	1,650.00
313691	Max Garcia	8/10/2026	06/15/26 - DEPOSIT FOR FOOD FOR STAFF TPD	400.00
313644	Max Garcia	7/7/2026	FOOD, SUPPLIES, FIELD TRIP, ETC	3,141.47
313709	Max Garcia - Petty Cash	8/14/2026	FOOD, CURTAIN RODS, CAR WASH	880.54
E030270	MCCALLA COMPANY	8/21/2026	SEAL FOAM, HAND SANITIZER	609.20
E029987	MCCALLA COMPANY	8/11/2026	TOILET TISSUE, BLUE MAID CADDY, TOILET TISSUE, ETC	2,664.19
P097783	MEDICAL BILLING TECHNOLOGIES, INC.	8/21/2026	FY26/27 - MEDI-CAL BILLING SERVICE FEE	1,000.00
P095006	MULTI-HEALTH SYSTEMS, INC	7/7/2026	MENTAL HEALTH FORMS & TESTS, CORNERS 4 USE, ASRS	566.75
313718	NoRedink Corp.	8/21/2026	08/01/26-07/31/27 - NOREDINK PREMIUM LICENSES,VIRT TRAINING	13,841.11
P096543	PBIS REWARDS	7/31/2026	FY26/27 - PBIS REWARDS PER STUDENT FEE & BASE FEE	1,623.38
P096123	PETER HUANG AND LORETTA HUANG	7/27/2026	06/08/26-07/15/26 - ELECTRIC CHARGES	1,059.32
313710	PETER HUANG AND LORETTA HUANG	8/14/2026	07/15/26-8/11/26 - ELECTRIC CHARGES, AC CHARGES, MANAGEMENET	921.46
313660	PETER HUANG AND LORETTA HUANG	7/24/2026	08/26 - RENT	4,094.50
313722	PETER HUANG AND LORETTA HUANG	8/26/2026	09/26 - RENT	4,094.50
P096721	PLANCONNECT	8/4/2026	04/26-06/26 - QUARTER FEE	100.00
313678	PRIMO BRANDS	8/4/2026	06/10/26-06/24/26 - WATER BOTTLED SERVICE & RENT	91.81
313705	PRIMO BRANDS	8/12/2026	07/05/26-08/04/26 - WATER BOTTLED SERVICE	132.78
A032939	PRN NURSING CONSULTANTS, LLC	7/2/2026	05/27/26 - AUDIO SCREENING	2,392.50
E029308	Pro-Ed, Inc	7/7/2026	TAPS-4 TEST BOOKLETS, CTOPP-2 EXAM REC FORM, MVPT-4 FORMS	3,457.88
313656	PUROSERVE	7/21/2026	07/26 - CABINET RENTAL, FILTER SERVICE, SOFT WATER, ETC	354.51
313665	PUROSERVE	7/31/2026	07/26 - FILTER SERVICE , CABINET, RO RENTAL	153.72
313688	PUROSERVE	8/10/2026	08/26 - FILTER SERVICE, SOFT WATER, CABINET RENTAL, ETC	508.23
313668	Quadient Finance USA, Inc.	7/31/2026	06/22/26 - POSTAGE	300.00
313719	Quadient Finance USA, Inc.	8/21/2026	07/23/26 - POSTAGE	100.00
313645	Quadient Finance USA, Inc.	7/7/2026	LATE FEE	49.00
313711	REGENTS UNIVERSITY OF CALIFORNIA LOS ANGELES	8/14/2026	UCLA MATH PROJECT - PD SERVICES - PAYMENT #2/4	36,294.00
313646	REPUBLIC SERVICES #902	7/7/2026	06/26 - WASTE RECYCLING OVERAGE	1,896.86
313694	REPUBLIC SERVICES #902	8/10/2026	08/26 - WASTE DISPOSAL SERVICE	1,738.90
313647	RICOH USA Inc.	7/7/2026	04/01/26-06/30/26 - COPIER OVERAGES	7,721.84
313681	RICOH USA Inc.	8/4/2026	07/20/26-08/19/26 - COPIER LEASE	2,594.18
313697	RICOH USA Inc.	8/10/2026	08/20/26-09/19/26 - COPIER LEASE, LATE CHARGES	2,712.35
313684	RINGCENTRAL, INC.	8/4/2026	FY26/27 - COMMUNICATIONS SERVICE AGREEMENT	23,478.89
E029825	RIPPLE EFFECTS, INC	7/31/2026	SIS INTEGRATION FEE & SOFTWARE UPGRADE	3,280.00
E029853	Riverside Assessments, LLC	8/4/2026	INDIVIDUAL WEBINAR TRAINING & WJ V UNLIMITED SUBSCRIPTION	1,860.60
313657	RYAN BRADFORD	7/21/2026	06/01/26-06/15/26 - MILEAGE	32.63
P096541	S.O.S. FIRE SERVICES	7/31/2026	FY26/27 - ANNUAL MAINTENANCE & CERTIFICATION	609.00
313723	San Fernando Valley Japanese American Community Center	8/26/2026	09/26 - RENT	13,502.00
E029824	SAVVAS Learning Company LLC	7/31/2026	SCIENCE 2016 STUDENT EDITION + DIGITAL COURSEWARE - 1-YR LICENSE	196.19
313670	SCHOOLS EXCESS LIABILITY FUND	7/31/2026	FY2005-2015 - EXCESS OF LIABILITY	6,628.68
A033735	SCOOT EDUCATION INC.	8/18/2026	06/01/26-06/05/26 - SUBSTITUTES	5,583.00
313661	SFVJLI	7/24/2026	08/26 - RENT	13,502.00
313640	SOUTHERN CALIFORNIA GAS COMPANY	7/2/2026	05/14/26-06/15/26 - GAS CHARGES	125.76
313676	STEPHEN M. NGATHO	8/3/2026	08/26 - PAYROLL CHECK	2,139.92
313683	Teachers' Curriculum Institute	8/4/2026	FY26/27 - MS-SS-SL-01, EL-SS-TL-01 SOCIAL STUDIES	13,286.00
EFT07/30/26-TSM	Teresa Sale Benefits Consultant	7/30/2026	08/26 - HEALTH PREMIUMS	115,218.04
EFT08/27/26-TSBCM	Teresa Sale Benefits Consultant	8/27/2026	09/26 - HEALTH PREMIUMS, PRIOR ADJUSTMENT	130,246.43
313680	The College Board	8/4/2026	AP UNUSED EXAMS, LATE ORDER FEE, USED EXAM FEE	1,551.00
P096719	THRIVEPASS, INC	8/4/2026	06/26 - FSA PAYMENT	357.63
P097037	THRIVEPASS, INC	8/11/2026	07/26 - HRA, FSA ADMINISTRATION, CHECK FEE	772.46
P097447	THRIVEPASS, INC	8/18/2026	JULY 2025 COBRA FEE	175.00
313658	TIME WARNER CABLE	7/21/2026	07/26 - INTERNET ACCOUNT #90301	1,109.57
313667	TIME WARNER CABLE	7/31/2026	07/26 - INTERNET ACCOUNT #93701 & E-RATE ADJUSTMENTS	255.86
313692	TIME WARNER CABLE	8/10/2026	08/26 - INTERNET ACCOUNT #93701, CHARGE ADJUSTMENT	3,604.71
P096124	UNUM	7/27/2026	08/26 - DISABILITY PREMIUMS	1,565.26
313659	VASHON NUTT	7/21/2026	06/01/26-06/30/26 - MILEAGE	226.85
313649	VASHON NUTT	7/20/2026	07/26 - FINAL CHECK	2,303.42
313648	VASHON NUTT	7/20/2026	VACATION PAYOUT	6,548.49
313720	YOLANDA PACHECO FUENTES	8/24/2026	08/26 - FINAL CHECK	1,242.94
313706	YVETTE KING-BERG	8/12/2026	06/29/26 - FOOD FOR BOARD MEETING	62.00
			TOTAL	**1,381,346.54**

Coversheet

Recommendation to Approve Updated Conflict of Interest Policy

Section:	V. Items Scheduled For Action
Item:	B. Recommendation to Approve Updated Conflict of Interest Policy
Purpose:	Vote
Submitted by:	
Related Material:	2026-1013 YPICS Conflict of Interest Policy.pdf

YPI CHARTER SCHOOLS
CONFLICT OF INTEREST POLICY

I. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Youth Policy Institute Charter Schools' ("YPICS") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Board member, officer, director, or employee of YPICS. This Policy is intended to supplement, but not replace: (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) YPICS's Conflict of Interest Code, adopted pursuant to the Political Reform Act (Government Code Section 81000 et seq.), including the exhibits attached thereto.

II. DESIGNATED POSITIONS

Certain YPICS positions, including members of the Governing Board ("Board") who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be "designated positions." The designated positions are listed below in Exhibit A.

III. DISQUALIFICATION

No person in a designated position shall make, participate in making, or try to use their official position to influence any YPICS decision which they know or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the person or a member of their immediate family, defined as the brother, sister, ancestor, descendant, spouse, brother-in-law, or sister-in-law of a person in a designated position.

IV. MANNER OF DISQUALIFICATION

A. Non-Board Member Designated Positions

When a non-Board member designated position determines that they should not make a decision because of a disqualifying interest, they shall submit a written disclosure of the disqualifying interest to their immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the YPICS Executive Director, who shall file the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board.

B. Board Member Designated Position

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, they shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board meeting's minutes. The Board meeting's minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The disqualified Board member(s) shall refrain from participating in the decision in any way (i.e. the Board member(s) with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and shall comply with any applicable provisions of the Board's Bylaws.

If the Board determines that a conflict of interest exists, YPICS shall not enter into a contract or transaction (1) in which a Board member directly or indirectly has a material financial interest; or (2) with any other corporation, firm, association, or other entity in which one or more of YPICS's Board members are a director and have a material financial interest.

Adopted: 10/13/2026

Exhibit A: List of Designated Positions

Designated Positions

- Member, Board of Trustees
- Executive Director
- Chief Accountability Officer
- Chief Operations Officer
- Executive Administrator
- Assistant Executive Administrator
- Director/Coordinator of Technology and Integration
- Senior Director of Programs
- Director of Special Education

Coversheet

Recommendation to Approve Updated Conflict of Interest Code

Section: V. Items Scheduled For Action
Item: C. Recommendation to Approve Updated Conflict of Interest Code
Purpose: Vote
Submitted by:
Related Material:
2026 1013 BoD Brief Recommendation to Update YPICS Conflict of Interest Code Final (1).pdf

October 13, 2026

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to Update YPICS Conflict of Interest Code

BACKGROUND

The Executive Leadership Team recommends updating the YPICS Conflict of Interest Code to ensure designated position titles align with the current organizational structure and charter petition. Specifically, updating existing position titles: changing "Director of Technology" to "Director/Coordinator of Technology and Integration" and "Senior Program Director" to "Senior Director of Programs."

ANALYSIS

Executive Evaluation & Mission Alignment
Under the Political Reform Act's biennial review requirements, local educational agencies must periodically review and update their Conflict of Interest Code to reflect decision-making positions accurately. The proposed amendments align YPICS's code with current staffing and executive responsibilities, ensuring proper financial disclosure categories for all designated roles.

RECOMMENDATION
The Executive Director recommends updating the YPICS Conflict of Interest Code as stated above.