YPI CHARTER SCHOOLS
EXECUTIVE DIRECTOR'S REPORT

April 27, 2020

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 life-long 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.

CCSA:

The California Charter Schools Association remained in regular communication with all charter schools in Los Angeles hosting nearly daily webinars to update members on Federal, State, County City and District actions. The association represented charter schools in Sacramento, ensuring any legislation or other significant action included charter schools, especially when funding was in question. As charter schools responded to the COVID-19 outbreak by establishing food distribution sites and providing distance learning opportunities for students, the efforts of the charter world were well communicated and publicized, even as our work, and needs, were generally being ignored. During a difficult and uncertain time, the association has continued to play a pivotal role in safeguarding our schools.

State:

From School Services of California —

"Governor Newsom and Legislature Act to Combat COVID-19"

By Sara C. Bachez and Elizabeth Esquivel, Governmental Relations

Today, March 16, 2020, Governor Newsom requested and the Legislature adopted emergency legislation to amend the 2019 Budget Act and appropriate $500 million for disaster response to address the coronavirus (COVID-19) pandemic, with additional authority for the state to provide a total appropriation of $1 billion.

For local educational agencies (LEA), the legislation will provide $100 million to the Superintendent of Public Instruction to be distributed on the basis of average daily attendance generated by local educational agencies that provide a classroom-based educational program to students after March 4, 2020 and before June 30, 2020. The funds are to be used to purchase personal protective equipment, or to pay for supplies and labor related to cleaning school sites, or both. An eligible LEA will receive no less than $250 per school site.

For local educational agencies, AB 117/SB 117 will enact the following statutory changes:

- Expresses the intent of the Legislature that a local educational agency receiving a hold harmless apportionment ensures that its employees and contractors are compensated and paid during the period of time a school is closed due to the COVID-19.
- Ensures that local educational agencies continue to receive funding for the school year, regardless of the closure of schools in response due to COVID-19.
- Waives Education Code Sections 41420, 46207, 46208 and paragraph (1) of subdivision (a) of Section 47612.5 regarding instructional days and minutes requirements for local educational agencies that closed schools due to COVID-19.
- Requires the superintendent of a school district, county superintendent of schools, or administrator of a charter school to certify in writing to the Superintendent of Public Instruction that the school was closed due to COVID-19 and provide any additional information related to the school closure that is requested by the Superintendent.
- Allows a charter school that does not have an independent study program or a distance-learning program in its currently approved charter petition to offer those types of services without having to submit a material revision to its authorizer.
- Ensures continuity of funding for the After School Education and Safety Program (ASES) if a school closed due to COVID-19, and the obligation for a program grantee to submit a request for pupil attendance credits will be waived.
- On or before June 30, 2020, the Superintendent of Public Instruction shall develop informal directives and bulletins, in compliance with Executive Orders, to address contractual and reporting requirements applicable for the 2019-20 fiscal year for childcare and development programs impacted by COVID-19. Childcare and development programs shall be reimbursed using the most recent certified record or invoice available.
- Extends the testing window for the English language proficiency assessment required by statute by 45 days and the testing window for all other assessments, including the California Assessment of Student Performance and Progress assessments required is extended by the length of time a school is closed due to COVID-19.
- Specifies that the Department of Education shall consider the days a school is closed due to COVID-19 as days between a pupil's regular school session, up until the time the school reopens and the regular school session reconvenes to determine a local educational agency's compliance with the special education timelines and services provisions.

"Federal Government Acts on Paid Leave for COVID-19"

By Sara C. Bachez and Elizabeth Esquivel, Governmental Relations
Special Report by Bob Canavan

On March 18, 2020, President Trump signed H.R. 6201, the Families First Coronavirus Response Act, which provides additional sick leave to employees for certain coronavirus-related reasons through the Family and Medical Leave Act (FMLA), until December 31, 2020. The benefits under the Act appear to apply to employees prospectively upon the effective day of the Act, which is to be determined on the date that it takes effect.

H.R. 6201 also provides $1 billion in grant funding to help states manage and expand their unemployment insurance programs during the COVID-19 crisis, fund free coronavirus testing, and support enhanced food security initiatives, including Supplemental Nutrition Assistance Program (SNAP), student meals, seniors nutrition and food banks, and additional federal funding for Medicaid.

The Administration and the Senate are now discussing a larger stimulus bill. Senate "task forces" led by Committee chairs are preparing recommendations for what could be a $1 trillion economic stimulus package for action, possibly this week.

Key Highlights of the Stimulus Package

A major component of the package would provide 1) $500 billion in direct payments to individuals and households in the form of rebate checks; 2) $300 billion for small business loans; and 3) $200 billion in collateralized loans and loan guarantees to "severely distressed sectors" of the U.S. economy, including $50 billion for the airline industry.

The Office of Management and Budget also sent Congress a $45.8 billion supplemental spending request to increase funding for dozens of federal agencies. The $45.8 billion in emergency supplemental fiscal year 2020 funding for coronavirus response and preparedness includes $140 million for the Department of Education as follows:

- Provides $100 million for Project SERV in the Safe Schools and Citizenship Education account to help K-12 schools and postsecondary institutes cover costs of cleaning and disinfecting classrooms and providing counseling and distance learning. This is almost double the $105 million already appropriated for Fiscal-Year 2020 for school safety national activities. Note: This program was originally proposed for elimination under the President's Fiscal Year 2021, consolidating its purposes into a new, smaller block grant.
- Provides $40 million for student aid administration for increased loan servicing costs associated with the repayment relief, with no interest accruing on federal student loans beginning on March 13, 2020. There is currently $1.8 billion appropriated for student aid administration.
- Provides $10 million for Departmental management to expand telework at the Department of Education to 5,000 staff.

Senator Patty Murray (D-Washington State), the ranking Member of the Senate Health, Education, Labor and Pensions Committee, has introduced the ‘‘Supporting Students in Response to Coronavirus Act’’ to assist schools in their response to COVID 19. Senator Murray along with Senate Minority Leader Schumer (D-New York) will be pushing for their legislation to be included in the next stimulus package. Their proposal would:

- Provide resources to help schools plan for closures, including planning for how to provide meals, how to provide technology to all students, and how to ensure other educational services for students can continue.
- Support efforts to clean and sanitize educational facilities, including providing training to educators and staff on how to ensure buildings are safe for students' return and to coordinate response efforts with public health departments.
- Ensure early childhood programs stay operational, including helping with emergency staffing needs.
- Provide emergency financial aid for college students in need of food, housing, and childcare, following abrupt school closures.
- Provide students with relief from paying back Pell Grants or repaying student loans for disrupted terms.
- Allow American students enrolled in foreign colleges abroad to continue their studies without disruption.
- Increase funding for the National Child Traumatic Stress Network, addressing stress and mental health needs associated with the spread of the virus.

Senator Murray has also urged Secretary of Education Betsy DeVos to provide clarity and guidance for school districts and institutions of higher education, families and students, following the school closures across the country due to the spread of the coronavirus.

The Administration and Senate Leaders will start work this week on putting this economic package together, which will require bi-partisan support and collaboration.

Today, Governor Gavin Newsom sent a letter to Senator Majority Leader Mitch McConnell, Senate Democratic Leader Chuck Schumer, Speaker of the House Nancy Pelosi and House Republican Leader Kevin McCarthy to request additional federal assistance to supplement California's efforts to tackle in curving the spread of the COVID-19.

"U.S. Senate Appropriations Committee Agrees to S. 3548 - The CARE Act"

By Sara C. Bachez and Elizabeth Esquivel, Governmental Relations

The United States Senate Appropriations Committee agrees to provide $340 billion in new funding to confront the coronavirus pandemic. S. 3548, the Coronavirus Aid, Relief, and Economic Security (CARES) Act would provide financial resources for individuals, families and small businesses affected by COVID-19. The U.S. Senate is scheduled to vote today to advance the comprehensive package and it is anticipated that the U.S. House of Representative will take a vote tomorrow.

More than 80% ($274.231 billion) of the package goes to state and local governments and communities. Highlights include:

- $117 Billion for Hospitals and Veterans Health Care
- $45 Billion for the FEMA Disaster Relief Fund
- $16 Billion for the Strategic National Stockpile
- $4.3 Billion for the Centers for Disease Control
- $11 Billion for Vaccines, Therapeutics, Diagnostics, & Other Medical Needs

U.S. Department of Education

The package includes $30.750 for the U.S. Department of Education for an Education Stabilization Fund for costs related to coronavirus. This flexible funding is intended to get out the door quickly and go directly to states, local school districts, and institutions of higher education. The breakdown includes the following:

Elementary and Secondary Education: $13.5 billion in formula funding directly to states, to help schools respond to coronavirus and related school closures, meet the immediate needs of students and teachers, improve the use of education technology, support distance education, and make up for lost learning time.

State Flexibility Funding: Governors in each state will receive a share of $3 billion to allocate at their discretion for emergency support grants to local educational agencies that the State educational agency deems have been most significantly impacted by coronavirus. These funds will support the ability of such local educational agencies to continue to provide educational services to their students and to support the on-going operations of the local educational agency; and provide emergency support through grants to institutions of higher education serving students within the State.

Higher Education: $14.25 billion in funding to institutions of higher education to directly support students facing urgent needs related to coronavirus, and to support institutions as they cope with the immediate effects of coronavirus and school closures.

Child Care

Child Care Development Block Grant: $3.5 billion for the Child Care Development Block Grant. This funding will allow child care programs to maintain critical operations, including meeting emergency staffing needs and ensuring first responders and health care workers can access child care while they respond to the pandemic.

Head Start**:** $750 million for Head Start to meet emergency staffing needs.

Other

Supplemental Nutrition Assistance Program**:** $15.5 billion in additional funding for SNAP to ensure all Americans, including seniors and children receive the food they need.

Child Nutrition Programs**:** $8.8 billion in additional funding for Child Nutrition Programs in order to ensure children receive meals while school is not in session.

Rural Development**:** $25 million to support the Distance Learning and Telemedicine program. This increase will help improve distance learning and telemedicine in rural areas of America. Additionally, $100 million is provided to the ReConnect program to help ensure rural Americans have access to broadband, the need for which is increasingly apparent as millions of Americans work from home across the country. The bill also includes $20.5 million to support$1 billion in Business and Industry loans.

Bureau of Indian Education (BIE)**:** $69 million for response needs at BIE-funded schools, including staffing, transportation, telework, and cleaning activities and assistance for tribal colleges and universities across the country to help respond to the crisis.

"Status of the 2020–21 Statutory Cost-of-Living Adjustment"

By John Gray
By Suzanne Speck

Posted April 8, 2020

We are all waiting for the United States Department of Commerce to release the 2020 first quarter value of the Implicit Price Deflator for state and local governments, which provides the last piece of information needed to establish the 2020–21 statutory cost-of-living adjustment (COLA) for K–14 education apportionments. Recall that the current forecasted COLA of 2.29% from the Governor's January 2020 State Budget is down from the 3.00% projected in July 2019. The statutory COLA is derived from the implicit price deflator on a third-quarter to third-quarter basis (prior April 1 to current March 30). That means that seven of the eight data points used in the calculation were known when the 2.29% estimated COLA was calculated in January.

With seven of the eight data points already known, it is unlikely that the COLA will dramatically change from January to the final calculation in late April. However there is a high probability that it will go down as a result of the current health crisis. We don't know how far down it will go, but we believe it could easily dip below 2.00%.

If the final K–14 COLA for 2020–21 turns out to be less than 2.00% and local educational agencies (LEAs) are funded at less than a 2.00% increase of a per average daily attendance (ADA) in the final Budget Act, Education Code Section (EC §) 44955.5 will kick in.

EC § 44955.5 is the provision that provides that between five days after enactment of the state budget and August 15, in a year when the funded base revenue limit increase is less than 2% over the prior year, the governing board can take action to reduce certificated service. This provision is commonly known as the summer layoff provision. While this provision refers to the funded base revenue limit, EC § 42238.06(a) was added to the statute in 2013 and provided that any reference to "revenue limit" shall instead refer to the "local control funding formula".

In the last two decades, there have been just five years in which we had an on-time budget and the revenue limit/LCFF threshold in EC § 44955.5 was met. In three of those years, the legislature amended EC § 44955.5 to make it inoperative. Since its inception, the summer layoff notice has only been operative and tested twice—in 1991 and 2010. Should the summer layoff window open this year, and assuming the Legislature doesn't take action to render it inoperative, here is what we learned in 2010:

- Governing Boards exercising their authority under EC § 44955.5 will need to adopt an abbreviated schedule of notices and hearing
- The entire layoff process, including the serving of initial notices, the hearing, and issuance of the final layoff notices, must be completed by August 15, 2020
- LEAs contemplating use of the second layoff window will need to work closely with their labor attorneys

At School Services of California Inc., we will continue to keep you informed of changes as they occur through our *Fiscal Report* and the upcoming May Revision Workshop. With all of the uncertainty the COVID-19 pandemic has caused, we stand ready to provide LEAs with the information they need to adopt their budgets in June.

"Lessons from the Great Recession"

By SSC Team

Posted April 8, 2020

History has shown us that the economy is cyclical over time—it ebbs and flows. And, starting with former Governor Jerry Brown, our state policy makers have been warning us that the recovery from the Great Recession has been the longest in recorded history, and that a recession could be just around the corner.

Although never anticipated to happen so precipitously, all indications are that the COVID-19 pandemic is pushing us into a recession—worldwide, nationwide, and statewide. Our state policy makers are now saying that the State Budget for the coming year will be a workload budget—not only due to the lack of opportunity to vet proposals as usual due to suspension of this legislative session, but also because there will be fewer resources available. (For more information on the workload budget, see "DOF Planning for Workload Budget in 2020–21" in the March 2020 *Fiscal Report*.)

As we move into recession territory once again, there is much to learn from the past. Many of our current local school administrators were also leaders during the Great Recession, but many were not. Either way, we at School Services of California Inc. (SSC) thought it would be helpful to dredge our *Fiscal Report* articles and our workshop materials from the time of the Great Recession to help us all get prepared with what may happen as reduced state revenues are dealt with by Governor Gavin Newsom and our Legislature. What follows are discussions of what the state did *to* us and what the state did *for* us during the Great Recession.

What the State Did *to* Us

At the time of the Great Recession the main source of discretionary funds for local educational agencies (LEAs) was the revenue limit, the predecessor to the Local Control Funding Formula (LCFF). There were also dozens of state categorical programs that LEAs relied upon for many years as sources for instructional materials, programs for underserved students, professional development, school counselors, beginning teacher support, and other important initiatives.

As our state policy makers grappled with the reduced state revenues during the Great Recession, here are some of the solutions they implemented in the budgets for education during those years:

1. Not funding, or only partially funding, the statutory cost-of-living adjustment (COLA) on revenue limits and categorical programs
2. Changing the principal apportionment schedule to slow down cash to LEAs—this was a permanent change and still applies
3. In addition to changing the apportionment schedule the state also deferred (delayed) cash apportionments to LEAs, some within the same year and some to the next year
4. Cutting revenue limit funding—most of the time at the beginning of the year, but also in the middle of the year
5. Cutting categorical funding by almost 20% over two years
6. Deferring reimbursements for state-mandated programs—which still continues to this day, to a lesser degree

The unfunded or partially funded statutory COLAs, as well as the cuts that were made to revenue limit funding, were all tracked by the revenue limit deficit factor, which grew as high as 22.272% by the end of the Great Recession. As a result, we at SSC created what we called the "alligator chart" to track the per-average daily attendance (ADA) amount of revenue limit funding—the amount actually funded versus the amount that should have been funded—in each year.

As we emerged from the Great Recession, the revenue limit deficit factor of 22.272% was restored through the implementation of the LCFF. Also, most of the reduced categorical programs were rolled into the LCFF going forward. By the time full funding of the LCFF targets was reached in 2018–19, LEAs were finally restored to the purchasing power of 2007–08. From this perspective, education already starts out behind the curve as we face the coming recession.

We at SSC also created a visual depiction of the cash deferrals that the state imposed during the Great Recession, which caused LEAs to bear the brunt of the borrowing costs to make ends meet. This is the illustration of cash deferrals at the peak of $9.5 billion in 2011–12.

In essence, the state pushed its cash flow issues to all of the LEAs, who were required to borrow significant amounts of money—and to pay those borrowing costs—just to have cash to pay employees and to fund other operating costs. An unintended consequence of the cash deferrals was that the impact was much greater on those LEAs with higher needs populations, as the proportion of their LCFF funding that comes from state aid is higher (as opposed to the portion that comes from local property tax collections). Coming out of the Great Recession, the cash deferrals were eliminated over a number of years, with the last deferral having been eliminated in the 2014–15 fiscal year.

What the State Did *for* Us

Along with the funding cuts and deferrals of the Great Recession, the governor and the legislature at the time were able to agree on temporary changes in statutes to provide operational and financial flexibility for LEAs in dealing with the cuts and deferrals imposed upon them. What follows is a list of the most significant flexibility options provided:

1. Ability to transfer funds between most state categorical programs, along with great flexibility on the use of those funds (referred to as "Tier III flexibility"—these programs were later rolled into the LCFF)
2. Ability to sweep ending balances from some categorical programs and restricted funds to the unrestricted General Fund
3. Ability for LEAs to apply for an exemption from some cash deferrals
4. Delayed compliance with instructional materials adoptions (but the sufficiency requirements of Education Code Section [EC §] 60119 remained)
5. Relaxation of the penalty provisions of the K–3 Class Size Reduction program (this program no longer exists, but was replaced through the LCFF with the TK–3 grade span adjustment requirements)
6. Waiver of penalties for exceeding class sizes in grades K–8 (related to EC § 41376–41378)
7. Elimination of the required district match for the Deferred Maintenance program (this program was later rolled into the LCFF)
8. Reduced or eliminated (depending on the year) the required contribution to Routine Restricted Maintenance
9. Ability to reduce the instructional year by up to five days (from 180 days to 175 days), with a commensurate reduction in the instructional minute requirements, all with no penalties assessed
10. Reducing the local minimum reserve requirement—something we at SSC would never recommend (in other words, don't eat the seed corn!)
11. Allow revenue from the sale of surplus property to be deposited into the General Fund (rather than being restricted for facilities only)

Even with the temporary flexibility above, LEAs found it necessary to implement massive layoffs of both certificated and classified staff, as well as reduce employer contributions to health benefits, freeze step and column movement, cut hours, and implement unpaid furlough days for remaining staff. These draconian actions were required because the cuts and deferrals were so significant, and because most of an LEA budget is made up of people.

Moving Forward

For LEAs that haven't already, it's time to batten down the hatches as we head into the storm in front of us. We do not know how serious it will be, nor do we know how long it will last. But we all need to draw on the experience of those that were around during the Great Recession and implement the policies of the past that worked to keep us solvent. There will also be strategies that weren't used then but could be helpful now. As your partners in this, we at SSC will continue to keep you informed and provide our best advice.

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YPICS:

Closure-

In response to the Local County and State Public Health Reports regarding Covid-19, The YPICS Board of Trustees held an emergency meeting on March 12, 2020 to give the Executive Director the authority to do whatever was necessary to keep the students and staff safe up to and including school closure for no more than 3 months.

Along with all schools in the Los Angeles Unified School district, The YPI Charter Schools closed the three schools under the YPICS umbrella beginning on Monday, March 16, 2020. Planning for a three-week closure (two weeks of closure due to COVID-19) and then the scheduled one-week spring break from April 5-April 13th, the schools were to reopen on Tuesday, April 14th. Parents were notified on Friday, March 13, 2020.

As per the directives received from the Los Angeles County Office of Education, parents were informed on March 20th that similar to all other schools located in Los Angeles County, the YPI Charter Schools would remain closed until Tuesday, May 5th, and parents were reminded to please continue monitoring the YPICS websites for updates. YPICS families continue to obtain meals through two of the LAUSD Food hubs, as we are collocated on those sites, BCCH at Maclay Middle School and MORCS at Berendo Middle School. BCCS families participate in the Grab and Go meal program at Montague Charter School, which is located a few blocks away from Bert Corona.

Based on the health data available and Governor Newsom and State Superintendent Thurmond statements, YPICS chose to close our physical school campuses through the end of the year. Even though our Physical Campuses are closed our Schools are Open for Learning. Superintendent Thurmond said, "This in no way suggests that school is over for the year, but rather we should put all efforts into strengthening our delivery of education through distance learning." YPICS Parents were notified through remind and our website on April 3, 2020.

Preparation for closure and (Reopening)

Instruction (Teacher/Student Support)

However, the YPICS Executive Team (Executive Director and the Executive Administrators; Larry Simonsen, BCCH, Dr. Rene Quon, MORCS) along with selected site administrators (Daniel Rios, BCCS Director of Instruction, Freddy Zepeda, MORCS Coordinator of Instruction, Jose Castillo, and BCCS Director of Operations) met over the March 14th weekend and determined that YPICS had sufficient technology integration training and resources (such as iReady Math and Reading Programs, Achieve 3000, IXL Math support, & etc.) that would allow the school teams to move to distance learning the following week. Armed with a clear vision, schedule, and guidance, the YPICS Executive Team, the Learning and Support Center Team, and site leads met with teachers, office staff, instructional & supervision aides on March 16th for most of the day to develop a clear Distance Learning Plan. By late afternoon teachers and office staff were calling to communicate with families the plan, which set to begin the next day.

During the first week, the first priority was to complete a needs assessment for technology equipment and Wi-Fi access for the middle school families. BCCH was able to move immediately into the YPICS Distance Learning Program because each student receives a chrome book on the first day of school. The high school has kept the original daily schedule for check-ins and direct instruction that was in place before the closure. Teachers check-in briefly at the beginning of the day and check-out at the end of the daily communicating celebrations, challenges, and best practices with their school Executive Administrator. The middle schools' modified schedules included Monday PDs for teachers to plan for a split program between students with technology access and those without. Instructional packets were mailed home each week and both groups of students were provided with follow-up direct instruction/learning activities each week. Bert Corona Middle School families had computer access by the end of the second week of Distance Learning. The final set of computers for Monseñor have arrived and will be distributed by Friday, April 24, 2020. Both Schools' teachers receive daily support from their school Executive Administrator.

School focus after Spring Break: School Culture-How to have more fun virtually, spirit weeks, dances, clubs, etc.

Teachers are using a suite of Google tools, including Google meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers have support from colleagues through Monday, grade level and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides' call home daily to follow up with families' of students that have missed a class period, or are absent for the day. The purpose is to check-in with the student and to see if the family is in need. Think Together, YPICS after school provider, has created virtual afterschool support between 3-6. And, all YPICS students have access through out the day to Luminarias Counseling Services. GEAR UP has continued to provide virtual support to the BCCH Juniors and Seniors.

Operations (Parent Support and Business)

While the Executive Director prepared to announce the closure of the schools on March 16, the Learning and Support Team simultaneously discussed all aspects of what working remotely would entail, especially in light of the need to achieve payroll for 112 FTE employees twice a month. The Executive Director also assessed who were the essential employees during this time, which includes all YPICS administrators, coordinators and the LSC Team. These employees are working primarily remotely only going into an office as needed.

The Accounts Payable Specialist, Maria Martinez, and Accounts Payable Coordinator Yesenia Zubia are also ongoing and essential functions of the YPICS Business Office. Not only paying vendors in a timely manner to ensure that our loyal partners remain in business, but also paying the critical medical insurance premiums of benefitted staff is a priority each month. Both have continued to prepare payments remotely. Ms. Martinez' picks up the mail for BCCS and BCCH from the post office and meets the Executive Director each week at the Learning and Support Center to obtain signatures and processes invoices so that bills continue to get paid timely. Dr. Quon picks up the mail from the post office for MORCS and either brings the mail to the LSC for bills to be processed or scans the invoices so that Ms. Martinez can process the invoices. Ms. Zubia has continued to ensure that payroll is ready to go for approval by our Chief Operations Officer, Ruben Duenas. Ultimately the payroll is processed by EXED, our trusted partner.

We have begun the audit process and the YPICS Operations Team, Diana Gamez, Senior Director of Programs, Yolanda Fuentes, BCCH Assistant Executive Administrator, Susan Castrellon, YPICS Operations Coordinator, Karina Gamez, MORCS Coordinator of Operations and Jose Castillo, BCCS Directors of Operations, have gone above and beyond working both remotely and through the offices when needed to locate audit items. This team has been the backbone of our communications to parents, ensuring that parents are receiving our weekly remind updates.

Each Executive Administrator has been monitoring attendance closely with their operations teams' to work on attendance reporting and compliance related to reporting. Funding is dependent on average daily attendance, and the Executive Administrators ensure that we are fully funded for our efforts.

Lastly, Mr. Ruiz, YPICS Marketing Director ensures that the weekly parent messages are posted to each of the schools websites. Additionally, he and Mr. Bradford are ensuring that our families are able to receive school information through new platforms for holding Town Hall, Café Con Directores, and School Informational Meetings virtually. The first YPICS Virtual Parent Meeting will be held on Tuesday, April 28th. Mr. Bradford has also been working on E-Rate (a painstaking yearly task, just concluded now), while also maintaining our infrastructure so business may continue uninterrupted.

Each Week YPICS continues to move the work of the organization ahead consistently through Google Meets. We have left the building but the work still continues. All meetings previously held in an office now happen online. We are as busy daily collectively determining solutions to support our teams, our families, and ultimately our scholars!

The YPICS Leadership Teams are to be commended for their diligence, courageous, relentless, commitment during these unprecedented times. Their priority continues to be on Nordstrom's customer service and satisfaction for our employees.