



EXECUTIVE DIRECTOR’S REPORT

July 26, 2021

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.

Federal:

From School Services of California –

“ESSER III Plan Requirements”

posted July 14, 2021

Local educational agencies (LEAs) expecting to receive Elementary and Secondary School Emergency Relief (ESSER) III funds have a number of requirements to fulfill as a condition of receiving the substantial federal one-time resources. LEAs must complete assurances, fulfill the requirement for a Safe Return to In-Person Instruction and Continuity of Services Plan, and adopt an ESSER III Expenditure Plan.

The ESSER III Expenditure Plan template and instructions are available on the California Department of Education (CDE) website. Pursuant to federal law, the Expenditure Plan must detail how the LEA will use ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as opportunity gaps that were exacerbated by the COVID-19 pandemic. In developing the plan, LEAs must consult with specified stakeholders, and must provide for public input that is considered.

The ESSER III Expenditure Plan must be adopted by the LEA’s local governing board at a public meeting by October 29, 2021 and submitted for review and approval within five days of adoption. The State Board of Education and the California Department of Education (CDE) delayed the original deadline for plan adoption from September 30 after consulting with the U.S. Department of Education. School districts must submit their adopted plans to the county office of education (COE), and COEs must submit their plans to CDE. Charter schools must submit their plans to both the chartering authority for review and to the COE in which they operate for review and approval.

LEAs looking for additional resources to help with completion of the Expenditure Plan can refer to a [webinar](#) that CDE recently provided.

Finally, LEAs should anticipate further reporting on the use of ESSER III funds. Assembly Bill 130 includes a requirement for a one-time supplement to the 2021–22 Local Control and Accountability Plan (LCAP). In the supplement, LEAs will be required to include an update on the implementation of the ESSER III Expenditure Plan, including successes and challenges. A template for the LCAP supplement will be available by November 30, 2021, and LEAs must present the LCAP supplement to their local governing boards by February 28, 2022.

State:

From School Services of California –

“CalPERS 2020–21 Investment Return Will Improve Contribution Rates”

posted July 16, 2021

On July 12, 2021, the California Public Employees’ Retirement System (CalPERS) announced an estimated 21.3% net return on investments for 2020–21 fiscal year. This far exceeds the 7.0% annual assumed rate of return (discount rate).

These large gains trigger, for the first time, the Funding Risk Mitigation Policy (Policy) adopted in 2015. The Policy both reduces the discount rate and reduces the employer contribution rate with the “excess” returns.

When the assumed discount rate is reduced—in this case from 7.0% to 6.8%—the CalPERS investment team adjusts the asset allocation within the CalPERS portfolio towards lower-risk investments. While the risk reduction is not automatic or immediate, once the action is taken, it will lessen the likelihood of future volatility in employer contribution rates by moving away from higher-risk investments.

At a webinar on Thursday morning, July 15, 2021, CalPERS staff confirmed that the 2020–21 returns will trigger the Policy and that the required employer contribution rate changes will be effective beginning fiscal year 2022–23 for state and school plans and fiscal year 2023–24 for public agencies. CalPERS, however, does not yet have projections on how this significant investment return will affect school employer contribution rates, but it will have a positive effect on those rates beginning in 2022–23, when the contribution rate is projected to be 26.1%.

From CCSA –

“2021-22 Final Budget Brief”

posted July 15, 2021

The Legislature and the Governor have reached agreement on a state budget for the 2021-22 fiscal year through a series of legislative actions. The primary Budget Bill is Assembly Bill 128 (Chapter

21/2021) which was subsequently amended by Senate Bill 129 which contains additional budget actions and amendments to AB 128. Finally, Assembly Bill (AB) 130, the Education Trailer Bill to the 2021-22 budget was signed on July 9, 2021. AB 130 is a 398-page bill that provides the final implementing provisions of the budget for K-12 education. A full summary of the agreement can be found [here](#).

Of particular note for charter schools is a two-year extension of charter school renewals, a three-year extension of the moratorium on new nonclassroom-based charter schools, significant changes to Independent Study requirements, an increase to the Charter School Facility Grant Program, buyback of all apportionment deferrals, and a five percent increase to the LCFF. The budget also contains a large number of new and expanded categorical programs. These issues are discussed in more detail throughout this Brief.

State Budget Overview

The final budget package reflects total state spending of \$262.6 billion, of which \$196.4 billion is from the General Fund. Total Proposition 98 spending is a record, \$93.7 billion, and the budget allocates \$400 million in 2021-22 for supplemental pension payments to offset future pension costs for K-12 Schools and Community Colleges. The budget also contains a total of \$25.2 billion in General Fund reserves, higher than any level in history.

K-12 Education Highlights

For K-12 Education, the final 2021-22 budget includes the following highlights

- Local Control Funding Formula (LCFF): A cost-of-living adjustment (COLA) of 5.07 percent, which is a \$3.2 billion ongoing increase in Proposition 98 funding for LCFF in the 2021-22 fiscal year.
- LCFF Concentration Grant: About \$1.1 billion in increases to the LCFF grant percentage from 50 percent to 65 percent of the base grant.
- K-12 Deferrals: \$11 billion to fully pay off all apportionment deferrals.
- SB 740 Charter School Facilities: An increase of about \$6.7 million for a total of \$143.52 million.
- Special Education Increases which will be allocated to SELPAs as follows:
 - A COLA of 4.05 percent to the special education formula.
 - 396 million in new ongoing funding, for an increase to the per-ADA statewide base rate.
 - \$260 million in new ongoing funding for specified services for children aged 3-5 years old.
 - \$550 million in one-time funding to increase alternative dispute resolution and learning recovery supports.
- Expanded Learning Program: \$1 billion ongoing funds and \$753.1 million in one-time funds in 2021- 22, to expand afterschool and summer school enrichment programming for high-need students in grades TK-6 in classroom-based Local Education Agencies (LEAs).
- Community Schools Partnership: Current program is increased by \$3 billion in one-time funding available through 2028 and aligns program requirements to Healthy Start program.
- Educator Effectiveness Block Grant: \$1.5 billion in one-time funds available over five years.

- Teacher Supports: \$1.3 billion in one-time funding for various teacher recruitment, retention, and professional development programs.
- A-G Completion Grant Program: \$547.5 million in one-time funding to LEAs to improve A-G completion rates.
- Universal School Meals Program and Nutrition Grants: Increase in state meal reimbursements by \$54 million in 2021-22 to cover the costs of offering breakfast and lunch for all students beginning in 2022-23. Provides \$150 million for grants to LEAs to improve food service infrastructure, training and quality.
- Universal Transitional Kindergarten (TK) and TK Expansion Grants: Phases in from 2022-23 to 2025-26 TK eligibility to all four-year-olds and provides \$300 million in 2021-22 for expansion planning grants.
- Career Technical Education Incentive Grant: \$150 million increase for high-quality regional-based career technical education programs.

Proposition 98

The provisions of Proposition 98 (1988) establish a minimum funding guarantee for TK through community college education based on complex calculations and interactions of a number of economic and demographic variables. TK-12 education receives approximately 89 percent of Proposition 98 guarantee, with the remainder allocated to community colleges. The final budget makes adjustments to the Proposition 98 guarantee in both 2019-20, and 2020-21, and provides \$96.066 billion in ongoing Proposition 98 funding for the 2021-22 budget year. The following table shows the changes in each year to the minimum guarantee from the Governor's Budget estimates in January to the final budget:

Proposition 98 Guarantee: 2021-22 Final Budget Act (Dollars in Billions)			
Total Prop. 98	2019-20	2020-21	2021-22
January 2021 Estimate	\$79.5	\$82.8	\$88.1
Final Budget Act	\$79.17	\$93.14	\$96.07
Difference	-\$0.33	\$10.34	\$7.97

Public Health

From California Association of School Business Officials

“CDPH Releases Public Health Guidance for the 2021-22 School Year”

posted July 12, 2021

The California Department of Public Health (CDPH) released public health [guidance](#) for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations.

CDPH recognizes the importance of providing full in-person instruction during the upcoming academic year and will continue to assess ongoing health conditions to determine, no later than November 1, 2021, whether to update mask requirements or recommendations, recognizing that stricter guidance may be issued by local public health officials or other authorities.

Safety Measures for K-12 Schools

1. Masks:

1. Masks are optional outdoors for all students in K-12 school settings.
2. K-12 students are required to mask indoors, with exemptions [per CDPH face mask guidance](#). Adults in K-12 school settings are required to mask when sharing indoor spaces with students.
3. Persons exempted from wearing a face covering due to a medical condition must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
4. Schools must develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
5. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.
 1. Note: Public schools should be aware of the requirements in AB 130 to offer independent study programs for the 2021-22 school year.
 - f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons (e.g., communicating or assisting young children or those with special needs), a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

2. Physical distancing:

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](#).

3. Ventilation recommendations:
For indoor spaces, ventilation should be optimized, which can be done by following [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#).

4. Recommendations for staying home when sick and getting tested:
Follow the strategy for Staying Home when Sick and Getting Tested from the [CDC](#).
 - Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.
 - Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
 - Other symptoms have improved; and

They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma), OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

5. Screening testing recommendations:
 - CDPH has a robust state- and federally funded school testing program and subject matter experts available to support school decision making, including free testing resources to support screening testing programs (software, test kits, shipping, testing, etc.).

 - Resources for schools interested in testing include California’s Testing Task Force [K-12 Schools Testing Program](#) and K-12 school-based COVID-19 testing strategies; The Safe Schools for All [state technical assistance \(TA\)](#) portal; and the [CDC K-12 School Guidance](#) screening testing considerations (in Section 1.4 and Appendix 2) that are specific to the school setting.

6. Case reporting, contact tracing and investigation:
 - Per [Assembly Bill 86 \(Chapter 10, Statutes of 2021\)](#) and California Code Title 17, section 2500, schools are **required** to report COVID-19 cases to the local public health department.
 - Schools or local education agencies (LEAs) should have a COVID-19 liaison to assist the local health department with contact tracing and investigation.

7. Quarantine recommendations for vaccinated close contacts:
 - For those who are vaccinated, follow the [CDPH Fully Vaccinated People Guidance](#) regarding quarantine.

8. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the [CDC K-12 guidance](#) and [CDC definition of a close contact](#).
 - When both parties were wearing a mask in the indoor classroom setting, unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They **may continue to attend school for in-person instruction if they:**
 - Are asymptomatic;
 - Continue to appropriately mask, as required;
 - Undergo at least twice-weekly testing during the 10-day quarantine; and
 - Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

9. Quarantine recommendations for unvaccinated close-contact who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described in item 8 (above).

10. For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:
 - Quarantine can end after Day 10 from the date of last exposure without testing; OR
 - Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.

To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:

- Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
- Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.
- If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.

11. Isolation recommendations:

- For both vaccinated and unvaccinated persons, follow the CDPH [Isolation Guidance](#) for those diagnosed with COVID-19.

12. Hand hygiene recommendations:

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose and mouth, and covering coughs and sneezes among students and staff.
- Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage or removing gloves.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60% ethyl alcohol for staff and children who can safely use hand sanitizer.

13. Cleaning recommendations:

- In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.
- For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see [Cleaning and Disinfecting Your Facility](#).
- If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

14. Food service recommendations:

- Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed and sanitized before and after meals.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

15. Vaccination verification considerations:

- To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), refer to the [CDC vaccine verification recommendations](#).

16. COVID-19 safety planning transparency recommendations:

- In order to build trust in the school community and support successful return to school, it is a [best practice](#) to provide transparency to the school community regarding the school’s safety plans. It is recommended that at a minimum all LEAs post a safety plan, communicating the safety measures in place for 2021-22, on the LEA’s website and at schools and disseminate it to families in advance of the start of the school year.

YPICS:

The YPI Charter Schools are about to embark on a historic year. Although we are seeing a dramatic increase in state and federal funding, we are facing another year of uncertainty as we all attempt to emerge from the COVID-19 global pandemic. We do not know what the future holds in terms of public health and how many families will attend our schools for in-seat instruction.

The following charts reflect the number of students that attended school during the summer session.

YPICS Summer Programing - Staff and Students

	Bert Corona High School			Bert Corona Charter School			Monseñor Oscar Romero Charter School		
	6/21/21 - 7/1/21			7/5/21 - 7/16/21			7/19/21 - 7/30/21		
	# of Teachers/ or Staff	# of TAs	# of Students	# of Teachers	# of TAs	# of Students	# of Teachers/ or Staff	# of TAs	# of Students
Pre-Summer (6/15/21- 6/30/21)	1	4	10				5	1	50
Summer (7/12/21- 7/31)	1	4	10				5	1	60
Summer Bridge (8/2/21- 8/6/21)	13	4					5	3	85
Totals									

YPICS will follow all [public health guidance](#) as we emerge from a challenging year. YPICS will continue to use our collective skills and experience to provide superior safety and instruction in all of our classrooms. Each YPICS classroom will be equipped with the latest technology and software to individualize instruction. It’s time to live in the hope that we can prepare our young

hearts and minds for a better tomorrow, today. We are ready to open our doors and our hearts to embrace the eyes of our future.