



EXECUTIVE DIRECTOR'S REPORT

March 28, 2022

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.

National:

From School Services of California

“President Biden Signs Third Continuing Resolution of Fiscal Year 2022”

posted February 28, 2022

On Friday, February 18, 2022, President Joe Biden signed yet another continuing resolution (CR) to keep the federal government funded at fiscal year (FY) 2021 levels and thwart a government shutdown. This is the third CR that the President has signed since the federal FY began on October 1, 2021. This latest CR keeps the federal government funded at FY 2021 levels through Friday, March 11, 2022. This means that if Congress is unable to approve the 12 appropriations bills that comprise the federal budget by that date, then it will need to send yet another CR to President Biden in order to avoid a government shutdown. Both chambers of Congress have indicated that they are making significant progress on budget negotiations and are optimistic that they will have a federal budget ready for President Biden to sign by the March 11 deadline.

State:

2022 California COVID Supplemental Paid Sick Leave

On February 9, 2022, Governor Newsom signed SB 114 creating a new 2022 California COVID Supplemental Paid Sick Leave (2022 SPSL) which will be effective February 19, 2022, and is retroactive from January 1, 2022, and will end on September 30, 2022. Fortunately, YPICS has already provided COVID Supplemental Paid Sick Leave to all our employees. We actually haven't stopped providing this coverage to our employees since the pandemic began to ensure the health and safety of our students and staff. The YPICS Board of Directors approved a COVID-19

Discretionary Paid Sick Leave Policy (DPSL) to affirm this commitment to our staff during the December 6, 2022 meeting.

From School Services of California

“Top Legislative Issues for 2022”

posted February 18, 2022

Charter Schools

[Assembly Bill \(AB\) 1652](#) (Medina, D-Riverside)—County Boards of Education: Members: Charter School Employees. This bill would make any charter school employee or executive director of a charter school ineligible to be a member of the county board of education in the county where their employing school is located.

Early Childhood Education

[AB 1973](#) (McCarty, D-Sacramento)—Transitional Kindergarten (TK) and Kindergarten Programs, Minimum School Day. As introduced on February 10, 2022, AB 1973 would require LEAs to operate kindergarten programs, including TK programs, for at least the minimum school day provided for grades 1-3, inclusive, beginning in the 2025-26 school year. AB 1973 would essentially require TK and kindergarten programs to be full school day programs in the school year the state achieves universal TK.

Employees

[AB 1877](#) (Fong, R-Bakersfield)—State Teachers’ Retirement: Retirees. This bill would exempt from the California State Teachers’ Retirement System postretirement compensation limit, the compensation of a retired member who has returned to work to fulfill a critical need in special education.

Governance and District Operations

[AB 1838](#) (Bauer-Kahan, D-Orinda)—Parental Notices: Primary Language Translations. Under current law, if 15% or more of the pupils enrolled in a public school speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil must be written in English and the primary language and authorizes the parent or guardian to respond either in English or the primary language.

AB 1838 expands on current law by requiring public schools, charter schools, and school districts to provide these documents in the parent/guardian’s primary language other than English, if it is:

- One of the two most commonly spoken languages other than English at that pupil’s school
- Is a language that is spoken by 15% or more at a pupil’s individual school
- Is a language spoken by 15% or more of the residents of any county that the school/school district reside in

Local Control Funding Formula

[AB 1607](#) (Muratsuchi, D-Torrance)—Education Finance: Local Control Funding Formula. This is an urgency bill that would, beginning with the 2022-23 fiscal year, shift to using a three-year rolling average (current fiscal year and previous two fiscal years) for purposes of average daily attendance (ADA) under the Local Control Funding Formula (LCFF), in place of the current methodology which relies on current- or prior-year ADA.

[AB 1609](#) (Muratsuchi)—Education Finance: Local Control Funding Formula. This is an urgency bill that would, for the 2022-23 fiscal year, require the California Department of Education to use the greater of the 2019-20, 2020-21, 2021-22, or 2022-23 fiscal year ADA for purposes of apportionments under the LCFF.

[Senate Bill \(SB\) 579](#) (Allen, D-Santa Monica)—Education Finance: Local Control Funding Formula. This bill would require apportionments under the LCFF to be calculated based on the greater of an LEA’s 2019-20 or 2021-22 ADA for the 2021-22 fiscal year and the greater of an LEA’s 2019-20, 2021-22, or 2022-23 ADA for the 2022-23 fiscal year.

[SB 830](#) (Portantino, D-La Cañada Flintridge)—Education Finance: Supplemental Education Funding. This bill would establish a process for school districts and county offices of education (COEs) to apply for “supplemental education funding” using “average daily membership” data. The amount of supplemental education funding available to an LEA would be the difference between what the LCFF would generate using average daily membership minus what the LEA receives using ADA. In order to be eligible for the supplemental funds, an LEA must maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019-20 school year. LEAs would also be required to use at least 50% of the supplemental funds to supplement existing LEA expenditures to address chronic absenteeism and habitual truancy (see “[SB 830 Would Provide Enrollment-Based Funding](#)” in the January 2022 Fiscal Report for more details on this bill).

SSC Comment: AB 1607, AB 1609, and SB 579 would make changes to current LCFF statute by looking to provide LEAs a “soft landing” for the imminent ADA cliff in 2022-23. These bills will likely be included in budget conversations with the Newsom Administration (see “[Confirmation of Governor’s ADA Proposal](#)” in the February 2022 Fiscal Report) as the Governor and Legislature negotiate the most effective way to protect LEAs fiscally in 2022-23. It is important to note that SB 830 would not make any changes to the existing LCFF formula, but rather would create supplemental funding based on the difference of an LEA’s ADA and enrollment.

District:

LADPH Public Health Guidelines: The following statement was posted by LADPH on February 28, 2022. Indoor masking will no longer be mandatory at California schools and childcare facilities after March 11.

[“Public Health Statement on Updated Health Guidance from the State”](#)

posted February 28, 2022

We appreciate the continued leadership from the state as they adjust masking guidance to reflect the improving conditions across many communities. LA County Public Health will align school masking measures with the state and shift to strongly recommending indoor masking requirements at childcare sites and K-12 schools beginning March 12. School districts may continue to require masking at schools and during school activities and are encouraged to consult with teachers, staff, parents and students as they consider the appropriate safety protections for their school community, recognizing that many individuals may want to continue additional protections. We will review any additional state guidance changes and provide an update on additional modifications to LA County safety measures during tomorrow's Board of Supervisors meeting.

COVID-19 positivity rates continue to decline across all YPI Charter Schools (YPICS). YPICS strive to maintain a safe and healthy learning environment by implementing health and safety protocols per state and local health guidelines including promoting social distancing and hygiene, encouraging handwashing and sound hygiene practices, disinfecting and cleaning the campuses, using personal protection equipment (PPE), and conducting twice-weekly COVID-19 screening testing for both staff and students. The COVID-19 testing is provided at no cost to staff and students. All staff and students who access school facilities are required to undergo testing at least once per week.

YCPS:

Board Chair Keipp and Board Vice-Chair, both attended the Charter School Conference with the ED, COO, and EAs from BCCS, BCHS, and MORCs during the week of March 14-17th. Everyone selected sessions and workshops to increase current capacities in all roles represented within the group.

YPICS is also looking ahead to grow the board as we look toward sustainability in partnership with Exed and Charter Board Partners. Attached is a packet from the Charter Board Orientation “Growing and Training” new board members. The future is bright for YPICS and there are several exciting new thinking and development regarding how to sustain the organization in the years to come.

Use of ELO-P Funds

The YPICS Board of Directors approved ELO-P plans for the YPI Charter schools. The Expanded Learning Opportunities Program (ELO-P) provides funding for after school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year.

Expanded learning opportunity programs shall include all the following:

- On school days and days on which school is taught for the purpose of meeting the 175-instructional-day offering, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day

The following are components of the ELO-P plan.

1. **Safe and Supportive Environment:** Provide opportunities for students to experience a safe and supportive environment.
2. **Active and Engaged Learning:** Provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.
3. **Skill Building:** Ensure opportunities for students to experience skill building.
4. **Youth Voice and Leadership:** Create quality programs that promote a sense of purpose and individual empowerment.
5. **Healthy Choices and Behaviors:** Providing opportunities, support, and encouragement to all students to be physically active on a regular basis.
6. **Diversity, Access, and Equity:** Ensure programs, events, and learning experiences provided by the school offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants.
7. **Quality Staff:** Assist in the selection, scheduling, and evaluation of staff.
8. **Clear Vision, Mission, and Purpose:** Provide leadership and assistance to enrich the school's vision through planning, implementing, and improving Early Learning and Expanded Learning Programs.
9. **Collaborative Partnerships:** Plan, develop, and implement training programs for new and existing programs among school staff and external partners.
10. **Continuous Quality Improvement:** Coordinate effective use of curriculum materials, instructional supplies, equipment, building facilities and school grounds.

[LCAP Update](#)

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022. The LCAP Update was presented to the board during the February 28, 2022 board meeting.