



EXECUTIVE DIRECTOR’S REPORT

June 27, 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.

State:

From School Services of California

“Governor Top Legislative Issues—June 10, 2022”
posted June 10, 2022

Two weeks ago, both houses met their “house of origin” deadline sending hundreds of bills to the second house. While most bills met this deadline, there were a handful that fell short of mustering sufficient votes to pass this legislative process hurdle. Since this is the second year of the two-year legislative session, any bill that fails a deadline in 2022 will be considered dead, absent any rule waivers.

The policy process begins anew as bills move into their second house. Since the “house of origin” deadline the Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), has already conducted two hearings and has approved nearly 40 Assembly education bills. The Assembly Education Committee, chaired by Assemblymember Patrick O’Donnell (D-Long Beach) will meet for the first time next week to consider education bills approved by the Senate at the “house of origin” deadline. It is not surprising to see the Senate begin their second house policy committee hearings earlier, as the Assembly sends over significantly more bills for the upper house to consider.

Policy committees will ramp up their work in the next month in order for bills to meet the July 1, 2022, deadline to clear policy committees. Consequently, this is the same day that the Legislature is scheduled to leave for its monthlong summer recess, upon adjournment of session.

Charter Schools

[Assembly Bill \(AB\) 2484](#) (Bonta, D-Oakland)—School Closures: Remaining Assets: Charter School Facility Grant Program. Under the School Facility Program, which administers state bond funds, the State Allocation Board is authorized to establish a program to require a school district, county office of education, or charter school to pay back bond funds received if the property is sold within ten years of receipt of funds and the proceeds from the sale of the property are not used for capital outlay, education, or childcare purposes. Among other things, this bill establishes a comparable process by requiring the owner of a charter school facility that sells or leases the facility for any other purpose other than for public, nonsectarian education, within ten years after receiving Charter School Facility Grant Program funds, to return grant funds to the program, after honoring other financial obligations.

[Senate Bill \(SB\) 70](#) (Rubio, D-Baldwin Park)—Elementary Education: Kindergarten. As amended on May 12, 2022, this bill would, beginning with the 2024-25 school year, require a child to have completed one year of kindergarten before that child may be admitted to the first grade in a public school, effectively making kindergarten mandatory in public school and a required grade for students to complete. Recent amendments to the bill pushed the implementation date from the 2022-23 school year to the 2024-25 school year.

This bill is scheduled to be heard by the Assembly Education Committee next Wednesday, June 15, 2022.

Employees

[AB 1949](#) (Low, D-Campbell)—Bereavement Leave. Requires private employers with five or more employees and public sector employers to provide employees with at least 30 days of service up to five unpaid days of bereavement leave upon the death of a family member.

School Safety

[SB 906](#) (Portantino, D-La Cañada Flintridge)—Mass Casualty Threats. In attempts to prevent acts of gun violence in California’s schools, this bill would require local educational agencies (LEAs) to annually provide information to parents about California’s laws relating to the safe storage of firearms. If a school official is alerted to or observes any threat or perceived threat of an incident of mass casualties at a school, the official would be required to report the threat to law enforcement. In such a case, law enforcement or the school police would be required to conduct an investigation and threat assessment, including a review of the Department of Justice’s firearm registry and a search of the school and/or students’ property by law enforcement or school police.

Special Education

[SB 1113](#) (Ochoa Bogh, R-Yucaipa)—Inclusive Education: Universal Design for Learning. This bill would require the Commission on Teacher Credentialing (CTC) to revise its administrative services credential standards and performance expectations to strengthen preparation for inclusion for students with disabilities. This bill requires the California Department of Education (CDE) to:

- Develop guidance on staffing inclusive classrooms and make recommendations for changes necessary to eliminate barriers to staffing inclusive placements in consultation with the CTC

- Produce a comprehensive guidebook and video modules related to inclusive practices and promotion of equity between schools
- Establish and provide grants to the system improvement leads and the Supporting Inclusive Practices project
- Train the members of the Instructional Quality Commission on the principles and strategies of universal design for learning

Student Health and Nutrition

[AB 552](#) (Quirk-Silva, D-Fullerton)—Integrated School-Based Behavioral Health Partnership Program. This bill would authorize a county behavioral health agency (CBHA) and an LEA to enter into an Integrated School-Based Behavioral Health Partnership Program to provide prevention and early intervention, and access to, behavioral health and substance use disorder services for pupils at school sites. The CBHAs and LEAs that agree to be part of the program would develop a memorandum of understanding outlining the requirements for the program to conduct a needs assessment on the need for school-based mental health and substance use disorder services.

This bill will be heard by the Senate Health Committee, Wednesday, June 15, 2022.

[AB 748](#) (Carrillo, D-Los Angeles)—Pupil Mental Health: Mental Health Assistance Posters. This bill would require, by the start of the 2023-24 school year, each school site in an LEA serving pupils in any of grades 6 to 12 to create a poster that identifies approaches and shares resources regarding pupil mental health. The bill would require the poster to be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, pupils at each school site. The bill would exempt an LEA from civil liability for any damages alleged to have been caused by, or arisen as a result of, compliance or failure to comply with the above requirements.

This bill will be heard by the Senate Judiciary Committee Tuesday, June 14, 2022.

[AB 2329](#) (Carrillo)—Pupil Health: Vision Examinations: Schoolsites. This bill would authorize a public school to enter into a memorandum of understanding with a nonprofit vision examination provider to provide noninvasive vision examinations consisting of providing vision examinations and eyeglasses to pupils at the school site of the public school. The bill would require vision examinations provided pursuant to the bill’s provisions to be supplemental to, and to not replace, vision appraisals or screenings provided pursuant to existing law. The bill would require a public school to provide parents and guardians with an opportunity to opt out of their child receiving these vision care services. The bill would require the CDE to develop and post on appropriate department Internet websites a model opt-out form for these purposes. The bill would provide that failure to opt out by a parent or guardian would be deemed informed medical consent for the vision examination.

This bill has been referred to the Senate Education Committee but has not been set for a hearing.

[SB 364](#) (Skinner, D-Berkeley)—Pupil Meals. This bill would require applications for free or reduced-price meals to be processed within ten days of submission. The bill would authorize each school district and county superintendent of schools to establish a secured website providing access to an online data collection form as part of the annual enrollment process and would require the CDE to host a sample application by July 1, 2024.

This bill would also, contingent upon an appropriation, establish the Better Out of School Time (BOOST) Nutrition Electronic Benefits Transfer (EBT) Program, which would be administered by the California Department of Social Services, to provide benefits to eligible pupils during regularly scheduled summer breaks. The bill would make eligible pupils those who receive benefits under Medi-Cal, CalFresh, or CalWorks or who are in foster care.

Additionally, the bill would require the CDE to seek all available funding for, and maximize participation in, the federal Pandemic EBT (P-EBT) program. The bill would require the CDE to issue the BOOST Nutrition EBT benefits to any pupil who was eligible to receive benefits under the P-EBT program, as of July 1, 2021, for the five-month period following the end of the P-EBT program, and any child who was eligible to receive benefits under the P-EBT program, as of July 1, 2021, for the five-month period following the end of the P-EBT program and who also receives benefits under Medi-Cal, CalFresh, or CalWORKs, or is in foster care.

This bill will be heard by the Assembly Education Committee next Wednesday, June 8, 2022.
2022 Legislative Calendar—Upcoming Holidays and Deadlines

- June 15—Budget bill must be passed by midnight
- June 30—Last day for a legislative measure to qualify for the November 8 General Election ballot
- July 1—Last day for policy committees to meet and report bills; summer recess begins upon adjournment, provided the budget bill has been passed

State Budget ([Back to top](#))

From School Services of California

“Major Differences in One-Time Education Proposals”
posted June 8, 2022

When legislative leaders unveiled the scant details of the 2022-23 State Budget agreement between the Senate and the Assembly, charting a path for the final stretch of negotiations with Governor Gavin Newsom, it was clear that there are stark differences in their Local Control Funding Formula proposals, as well as in their priorities for how to spend the nearly \$14 billion in one-time Proposition 98 funding. These differences are certain to create a tense—though likely discrete—debate between Governor Newsom, Senate President pro Tempore Toni Atkins, and Assembly Speaker Anthony Rendon as the June 15 and June 30 deadlines to pass and enact a State Budget for next fiscal year looms near.

Ostensibly on the negotiating table are three of the Governor’s top priorities. First, the Legislature’s Budget proposal zeroes out the \$1.7 billion Governor Newsom earmarks for K-12 deferred maintenance projects. This is particularly interesting since the deferred maintenance investment helps the state address its Gann Limit problem on a dollar-for-dollar basis, as appropriations for capital outlay are deemed “excludable” government expenditures. To deal with this, the Legislature’s full Budget package will have to include either an in-kind excludable spending proposal or one that reduces state revenue by an equal dollar amount.

The second and third big priorities for the Governor total \$2 billion in proposals ensuring that all students have access to college and are on a career path suitable for tomorrow’s economy—his College and Career Pathways Program (\$1.5 billion) and funding to expand Dual Enrollment Programs (\$500 million). The Legislature’s Budget proposal reduces the former by \$1 billion and cuts the Governor’s proposed investment for Dual Enrollment program expansion by \$300 million. In lieu of Governor Newsom’s priority investments, the Legislature proposes to fund a plethora of other investments, including using \$1.2 billion the Governor proposes for one-time purposes toward a plan to achieve universal school transportation and the following, smaller proposals:

- \$300 million for an additional tranche of funding for the Low Performing Student Block Grant
- \$300 million for an additional tranche of funding for the California Prekindergarten Planning and Implementation Grant Program (notably, 2021 Budget Act funding for this program has yet to be released to local educational agencies)
- \$100 million for teacher and counselor residency programs
- \$57 million across miscellaneous programs, including charter school facilities and the California State Preschool Program

In that Proposition 98 funding levels are determined by a constitutional formula, state leaders have little room to negotiate how much funding to use for public education. Consequently, the ensuing Budget negotiations rather will focus on where to invest the funds.

From School Services of California

“Transportation Mandate Included in the Legislative State Budget Proposal”
posted June 7, 2022

Last Wednesday, June 1, 2022, legislative leadership and the Assembly and Senate budget committee chairs announced that they had reached a deal on the Legislative Version of the 2022-23 State Budget (Legislative Version), inching closer to the June 15 constitutional deadline to approve the State Budget (see “[Major Differences in the Legislative Version of the State Budget](#)” in the June 2022 *Fiscal Report*).

One of the most significant differences between Governor Gavin Newsom’s May Revision and the Legislative Version is that the Legislature proposes to move toward mandating home-to-school transportation. To fund this mandate, the Legislature would increase funding for school transportation by \$1.2 billion ongoing and then, beginning with the 2027-28 school year, require school districts and county offices of education (COEs) (we are unsure if charter schools will be

mandated to provide transportation as the legislative budget summary document makes no reference to charter schools) to offer transportation services to low-income students and all students in grades TK-6. The Legislature would also replace the existing transportation funding formula with a weighted student funding formula that is proportional to grades TK-6 and low-income student populations. The legislative budget summary notes that funding for transportation would increase when the mandate takes effect in 2027-28.

By choosing to mandate home-to-school transportation rather than just provide additional funding, the Legislature is utilizing the framework proposed by Senate Budget Committee Chair Nancy Skinner (D-Berkeley) in Senate Bill (SB) 878 rather than the structure proposed by Assembly Education Committee Chair Patrick O'Donnell (D-Long Beach) in Assembly Bill (AB) 2933. Contingent upon an appropriation, SB 878 would mandate local educational agencies (LEAs) to offer transportation services to all students in grades TK-12 (as opposed to the Legislative Version, which includes grades TK-6 and low-income students) beginning with the 2027-28 school year. AB 2933 would instead require, contingent upon an appropriation, the State Superintendent of Public Instruction to fund either 100% of an LEA's transportation apportionment for the 2020-21 fiscal year, as adjusted pursuant to a statutory cost-of-living adjustment (COLA); or 100% of its reported home-to-school transportation costs, as adjusted pursuant to a statutory COLA. The key difference between the two approaches is that SB 878 mandates home-to-school transportation while AB 2933 does not.

If the Legislature's home-to-school transportation proposal is included in the final 2022-23 State Budget package, it would have significant implications for school districts and COEs especially if the proposed formula underfunds the actual cost of providing transportation services and thus oblige districts and COEs to use Local Control Funding Formula dollars to cover the remaining expenses. In terms of cost estimates, the Senate Appropriations Committee estimates that SB 878 would cost at least \$1.4 billion annually but indicates that it would likely be higher since existing law does not currently require LEAs to provide transportation to all students. The Assembly Appropriations Committee analysis on AB 2933 also estimates that it would cost \$1.4 billion annually to fully fund home-to-school transportation, but also concedes that LEAs would likely see additional costs in needing to expand their transportation services.

Unfortunately, the trailer bill language for this proposal is not yet available and thus we are only privy to the limited information provided to us in the budget summary released by legislative leadership and the budget committee chairs. Once the trailer bill language is revealed, we will be able to provide an analysis on the full proposal and better identify the implications that it will have for LEAs.

It is important to note that while this mandate is poised to be included as a part of the State Budget that the Legislature adopts before the June 15 constitutional deadline, this will not be the final 2022-23 State Budget as legislative leadership still needs to negotiate with the Newsom Administration on a final State Budget package before the start of the new fiscal year on July 1, 2022. This means that if this proposal were to survive the final State Budget package there could still be some adjustments to the proposal during the negotiations between the Governor and the Legislature. We will keep you apprised of this and the other significant 2022-23 State Budget proposals in subsequent *Fiscal Report* articles. Stay tuned.

District:

Public Health Updates

Los Angeles County is currently experiencing high rates of COVID-19 transmission. The number of outbreaks per week in Skilled Nursing Facilities increased sharply in the past week to 40 new outbreaks during the seven days ending June 7, returning the Early Alert Signal to high. On June 10, 2022, LADPH reported a total of 3,025,694 positive cases of COVID-19 across all areas of L.A. County. Today's positivity rate is 5.0%.

A wide range of data and dashboards on COVID-19 from the Los Angeles County Department of Public Health are available on the Public Health website at <http://www.publichealth.lacounty.gov> including:

- COVID-19 Daily Data (cases, deaths, testing, testing positivity rate, mortality rate, and hospitalizations)
- Gender, Age, Race/Ethnicity and City/Community Cases and Deaths
- Recovery Metrics
- Contact Tracing Metrics
- Skilled Nursing Facility Metrics
- Citations due to Health Officer Order Noncompliance
- Outbreaks:
 - Residential Congregate Settings
 - Non-Residential Settings
 - Homeless Service Settings

The following charts from LADPH represent COVID-19 transmission rates across LA County as of June 9, 2022. LA County alert signals indicate we are in the medium concern to high concern ranges.

LA County Early Alert Signals

Indicator	Thresholds			LA County Current Values
	Low Concern	Medium Concern	High Concern	
Percent of specimens sequenced that are identified as a new variant of concern (including subvariants) (based on WHO designation) ¹	< 10%	10%-20%	> 20%	98%
7-day average percent of Emergency Department encounters classified as coronavirus-related ²	< 5%	5%-10%	> 10%	6%
7-day cumulative crude case rate for the lowest income areas (30-100% area poverty) ²	< 100 per 100,000	100-200 per 100,000	> 200 per 100,000	242 per 100,000
Number of sewer systems with a two-fold or greater increase in wastewater SARS-CoV-2 concentration ³	0	1-2	≥ 3	0
Number of new outbreaks in skilled nursing facilities in past 7 days ⁴	≤ 10	11-20	> 20	40
Number of new outbreaks in TK-12 school classrooms in past 7 days ⁴	≤ 7	8-14	≥ 15	11
Number of new outbreaks in PEH settings in past 7 days ⁴	≤ 10	11-20	> 20	12
Number of worksite cluster reports in past 7 days ⁴	< 100	100-300	> 300	259



covid19.lacounty.gov

6/9/2022

1 Current 7-day period is 5/15/22 - 5/21/22
 2 Current 7-day period is 5/30/22 - 6/5/22
 3 Current 10-day period is 5/28/22 - 6/6/22
 4 Current 7-day period is 6/1/22 - 6/7/22

Past Week Status

	Th 6/9	W 6/8	Tu 6/7	M 6/6	Su 6/5	Sa 6/4	F 6/3
Daily new cases	4,846	6,195	3,722	4,282*	4,404*	5,708	5,051
Daily deaths	7	8	10	5*	3*	7	10
Daily hospitalizations of confirmed cases	595	555	557	530	540	510	522
Daily positivity rate [^] (7-day avg)	4.7%	4.3%	4.1%	4.1%	4.3%	4.3%	4.2%
Daily case rate (7-day avg)	48	48	46	43	41	41	41

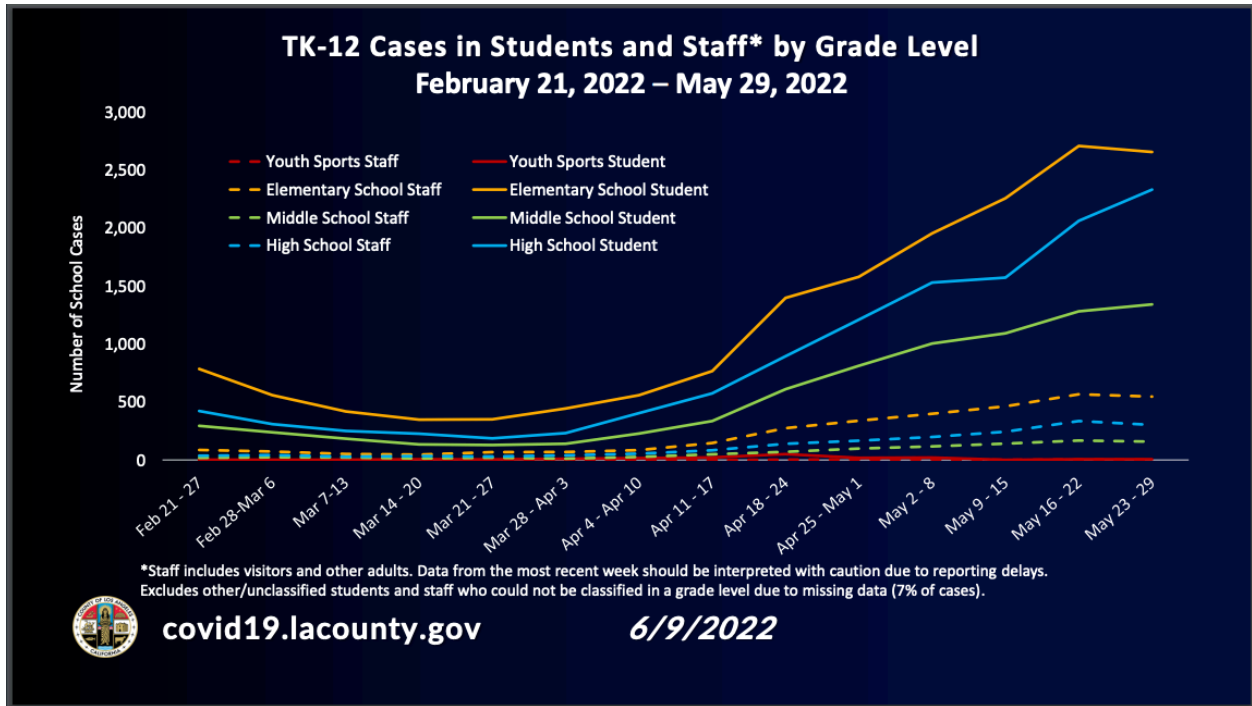


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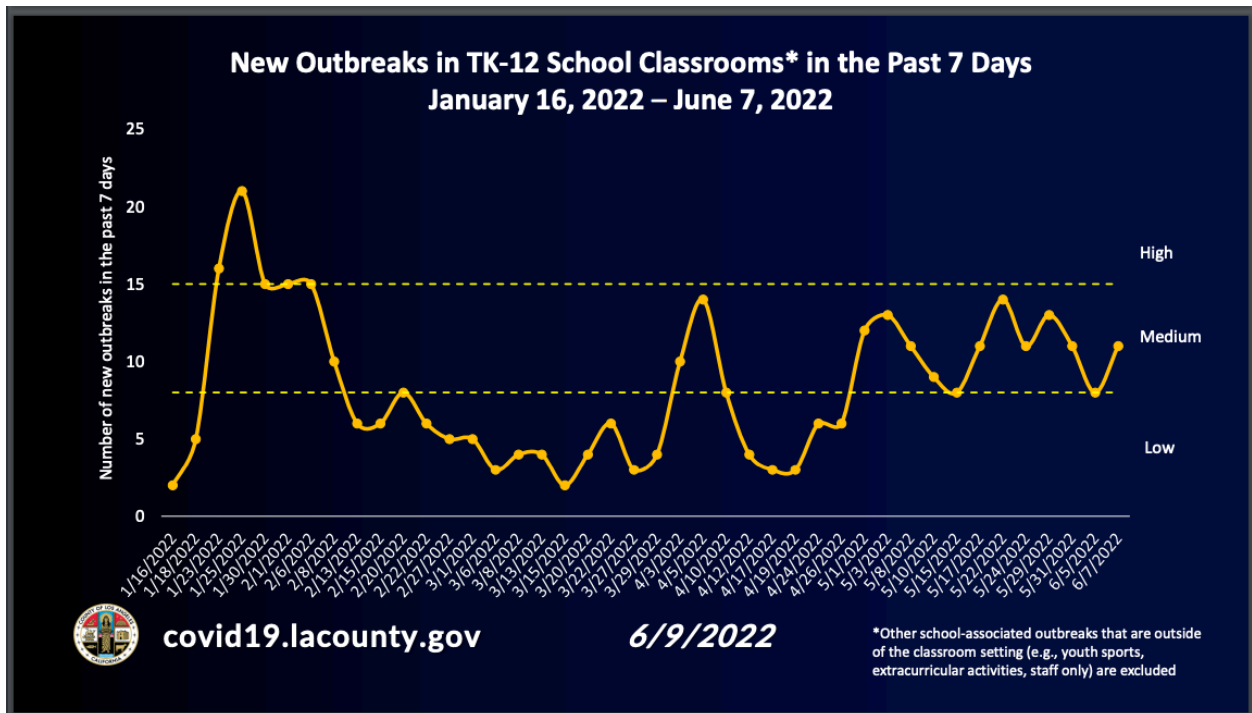
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*Number reflects an undercount due to a lag from weekend reporting.
[^] Daily positivity rates do not include data from Long Beach and Pasadena

The following charts reveal COVID-19 cases among TK-12 school in LA County. Of note is the increase in cases among elementary staff and students compared to middle and high schools.



Outbreaks among TK-12 schools is currently in the medium range as measured by LADPH.



COVID-19 Antigen Testing ([Back to top](#))

The Health Resources and Services Administration (HRSA) Uninsured Program (UIP) stopped accepting claims due to a lack of sufficient funds on March 22, 2022. Based on the number of students that were uninsured at that time, it was anticipated that the cost to YPICS would be approximately \$97,000 to continue with our current weekly testing.

As of June 13, 2022, YPICS has not received a bill for COVID-19 testing from CoVerfify. However, we do anticipate receiving bills for COVID-19 testing from our vendors at about \$97,000. It is possible that the cost of testing could exceed \$97,000. YPICS will explore all options to cover the expense of COVID-19 testing for the 2021-2022 school year including applying for funds through the Federal Emergency Management Agency (FEMA).

COVID-19 Testing During Summer and 2022-2023 School Year

We are working closely with Co-Verify, which has found an option to help schools continue with testing without cost. Therefore, YPICS will continue to do PCR weekly testing for staff and students for summer programming. We will continue to monitor the numbers over the summer. With the expiration of HRSA and if reduction in demand for PCR Testing, it is highly likely that weekly screening testing in the manner that we have become accustomed to may no longer be necessary.

YPICS will consider changing our COVID-19 testing procedures from weekly asymptomatic PCR testing to response testing using Rapid Antigen Tests for the Fall. This change in testing is in alignment with guidance from medical advisors, Los Angeles County Department of Public Health and our [authorizing district](#).

COVID-19 Response Testing

COVID-19 response testing will be required for:

- Individuals who are symptomatic, or
- Individuals who have been determined to be close contacts of someone who has been diagnosed with COVID-19, or
- Individuals who tested positive for COVID-19 and need to return from isolation

COVID-19 Testing for Symptomatic Individuals and Close Contacts

COVID-19 testing for close contacts and symptomatic individuals will be available via antigen test. Any individual experiencing onset of COVID-19 symptoms during the school or workday, or who is identified as a close contact of a person who tested positive, will need to take an antigen test.

COVID-19 Testing for Positive Individuals Returning from Isolation after Day 5

Between Day 5 and Day 10 of isolation, positive individuals may test at home using a Rapid Antigen Test to return to school or work before Day 11. Individuals may be released from isolation on Day 6, provided the following:

- symptoms are improving,
- they are fever-free for the past 24 hours without fever-reducing medication, and

- they have a negative (antigen) test result from a test taken on or after Day 5.

Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms. If new symptoms appear within the 90-day period, then they may avail themselves of a Rapid Antigen Test. Individuals should only test with an antigen on or after Day 5; PCR tests may read positive even after an individual is no longer infectious.

YPICS:

Professional Development

Relay Graduate School of Education/Get Better Faster Coaching and Instructional Leadership Summer Intensive Training. Any EA and new teacher instructional coaches who have not participated in this yearlong training have been invited to participate this year. The program began in June with the Summer Intensive and will continue throughout the 22-23 school year. This opportunity is being supported by the Teacher Effectiveness Grants.

YPICS is providing certificated staff with a variety of professional development opportunities beginning on August 1, 2022, through the beginning of school on August 9, 2022. Since the beginning of the COVID-19 pandemic, professional development opportunities have mostly taken place remotely and have largely been conducted by our own staff. This year PD will be provided both by our own staff and outside experts.

ELO-P Update

On [January 27, 2022](#), the Board of Directors approved ELO-P plans for the Fenton 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 of 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

Fenton schools will use ELO-P funds for the remainder of the year on professional development opportunities and working with students after/before school to expand learning opportunities for students. Teachers will make \$75 an hour during the remainder of the 2021-2022 school year. Hourly amounts for the 2022-2023 school year will depend on the actual budget for the 2022-2023 school year.

During the current 2021-2022 school year, each Fenton school has been responsible for implementing their own version of an “After School Academy” for expanded learning. Certificated classroom teachers working six (6) hour days were encouraged to provide students with a variety of engaging learning opportunities either before school or after school. Teachers are being compensated at a rate of \$75 per hour for direct student services, planning, and professional development related to expanded learning. Currently, six (6) hour staff are the only eligible staff to receive ELO-P funds.

Pending Board approval, eight (8) hour staff will be eligible for a stipend of up to \$2,550. This amount is derived from eight (8) hour staff working at least one (1) hour a day for 34 days on services to ensure the successful implementation of the Expanded Learning program. The maximum number of hours allowed for the stipend is 34 hours for a total of \$2,550.

The following are examples of additional roles and responsibilities taken on by eight (8) hour staff since the implementation of expanded learning services.

- Administrative support and planning;
- Payroll and tracking hours;
- Attendance tracking and management;
- Assistance with technology;
- Extended counseling services;
- Fiscal tracking of additional purchases tied to ELO-P funds;
- Janitorial services, additional cleaning and maintenance of campus;
- Positive behavior supports;
- Scheduling;
- Engaging parents and stakeholders;
- Professional development needs;
- Snack and/or meal.

In order to be eligible for the stipend, eight (8) hour staff would be required to complete and submit a [Personnel Action Request \(PAR\) form](#) to be signed by a direct supervisor and/or Director for approval.

LCAP Update [\(Back to top\)](#)

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 January 27, 2022 board meeting. This link contains an update of the [LCAP financials](#) and [LCAP Benchmark Data](#). The final LCAP will be submitted for approval at the June 23, 2022 Board meeting. Evidence of stakeholder engagement is documented through [Council/Committee](#)

[minutes](#) presented to the board each month. LCAP Goals and Annual Measurable Objectives (Actions) are identified next to the item number in the minutes for each council/committee.