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

AB 1505 Charter Renewal Tracks

Charter renewals are governed by the standards and criteria described in EC Section 47607. Pursuant to EC Section 47607(b), charter renewals are governed by the standards and criteria described in EC Section 47605. These shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Performance Categories: Pursuant to EC Section 47607(c), the chartering authority shall consider a charter school’s placement under the performance categories, which are based on its performance under the California School Dashboard (Dashboard), as an additional criterion for determining whether to grant a charter renewal.

On March 12th, the CDE released the renewal tracks based on the 2023 CA Dashboard. All three YPICS schools have been identified as “Middle Performing”. Under this standard, a renewing charter is eligible for a five-year renewal term. It is important to note, the Renewal Tracks are updated each year to align with the release of new data on the Dashboard.

	MORCS	BCCS	BCCS
Current Expiration	June 30, 2025	June 30, 2027	June 30, 2028
Renewal Submission	July 1 - November 30, 2024	July 1 - November 30, 2026	July 1 - November 30, 2027
Applicable Dashboard	2023 if before November	2025 if before October	2026 if before October
AB1505 Track Determination	March 2024	March 2026	March 2027

Williams Review Cohort

Senate Bill 114 (Chapter 48, Statutes of 2023) modified the California Education Code (EC) Section 1240 regarding the list of schools eligible for Williams monitoring. With this change in statute, the list of schools eligible for monitoring by county offices of education (COEs) previously issued from the 2021–22 school year will remain in place through the 2023–24 fiscal year. This list of schools was renamed to the 2021–24 school year list of schools eligible for monitoring.

All three YPICS schools are part of the current cohort. In 2021-22, 15% or more of BCCS and BCCHS's teachers did not have a clear or preliminary teaching credential. While this criteria also applied to MORCS, the school was also identified for ATSI. LACOE will review the schools during the 24-25 academic year, and that will conclude the cohort term.

Federal Program Monitoring Eligibility

Monsenor Oscar Romero has been selected for online Federal Program Monitoring for 2024-25 by the California Department of Education. The purpose of the review is to ensure that the school is spending federal funding as required by law. At the end of the review, the state will complete a report that details any findings of non-compliance and inform the school how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person or online. Federal and state laws require the California Department of Education (CDE) to monitor the

implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs that meet minimum fiscal and programmatic requirements.

LCAP Development for 2024-25

Over the next two months, each school will continue to engage with its educational partners to gather input on the 24-25 LCAP actions.

CONDITIONS OF LEARNING. Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff. [Priorities: 1 Basic (Conditions of Learning), 2 State Standards (Conditions of Learning), 7 Course Access (Conditions of Learning)]

ELA/ELD GROWTH. Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth. [Priorities: 4 Pupil achievement (Pupil Outcomes), 8 Other pupil outcomes (Pupil Outcomes)]

MATHEMATICS & SCIENCE GROWTH. Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. [Priorities: 4 Pupil achievement (Pupil Outcomes), 8 Other pupil outcomes (Pupil Outcomes)]

CULTURE/CLIMATE & ENGAGEMENT (Middle Schools only). Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes. [Priorities: 3 Parental involvement (Engagement), 5 Pupil engagement (Engagement), 6 School Climate (Engagement)]

COLLEGE-/CAREER-READINESS (High School only). Create/maintain an environment where standards and expectations for career- and college-readiness are consistently applied and nurtured in order for students to be prepared (e.g., resilient in the face of challenges academically, socially, psychologically) for success in a wide range of post-secondary options including college and/or career. [Priorities: 5 Pupil engagement (Engagement), 7 Course Access (Conditions of Learning), 8 Other pupil outcomes (Pupil Outcomes)]

CULTURE/CLIMATE & ENGAGEMENT (High school). Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary and post-secondary outcomes. [Priorities: 3 Parental involvement (Engagement), 5 Pupil engagement (Engagement), 6 School Climate (Engagement)]