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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.

Update on MORCS 2024-25 Federal Program Monitoring (FPM)

On June 9, 2024, MORCS was notified the upcoming FPM Review will take place February 19 through 21, 2025. The programs for review will be:

- [Fiscal Stimulus Monitoring \(CA\)](#): Focus of review will be on Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Act, and the American Rescue Plan (ARP).
- [Student Support for Academic Enrichment \(SSAE\)](#): Focus on the use of Title IV, Part A funds is to improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The links embedded above are to the 2023-24 versions of the review instruments; new instruments will be released after July 1, 2024, and online training will be provided July 31 through August 6 to prepare schools for a successful review.

LAUSD Charter Renewal Orientation Update

The charter renewal petition will be submitted in August 2024.

2023-24 Local Indicators

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The five local indicators which apply to charter schools are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). LEAs are required to report the local indicator self-reflection results as part of a non-consent item at a public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

To meet this performance standard, an LEA must report the data that it collected and analyzed to its governing board using the SBE-adopted self-reflection tool. This report must be presented as part of a non-consent item at the same meeting at which the LEA adopts its LCAP for the coming year.

The 2023-24 Local Indicator Self-Reflection for each school has been provided to the Board in advance of tonight's regularly scheduled meeting, and will be reviewed publicly for compliance with the statutory requirement.

The Local Indicators will be submitted to the CDE via the myCDEconnect portal on June 30th, and will be included in the 2024 School Dashboard to be released in November 2024.

Accountability Updates: The 2024 Dashboard

New Long-Term English Learners (LTEL) Student Group

The 2024 Dashboard will include a new "Long-Term English Learners" defined as "a pupil who has not attained English proficiency within 7 years of initial classification as an English learner." (SB 141)

The same n-size rules that govern Foster Youth and Homeless student groups will apply (e.g., 15 or more = Dashboard performance color; 30 or more = ESSA accountability).

The student group reporting will apply to all State indicators

- Suspension Rate
- Graduation Rate
- College/Career Indicator
- Chronic Absenteeism Indicator
- English/Language Arts & Mathematics Indicators
- English Language Progress Indicator (English learners overall AND LTELs as a student group)

New Science Academic Indicator

The 2024 Dashboard will include a new CAST-based indicator. There remain a few crucial decision-making points by departments at the CDE.

June 2025 California Practitioner's Advisory Group (CPAG)

- Review proposed Status Cut-Points
- Review of Change Cut Points
- Review of 5x5 Color Grid
- Inclusion of Indicator in State's Differentiated Assistance Criteria

July 2025 State Board of Education (SBE)

- Approve proposed Status Cut-Points
- Approve Change Cut Points
- Approve 5x5 Color Grid
- Inclusion of Indicator in ESSA Eligibility for 2026
- Dashboard 2024 Release - brief preview November; release November 22nd

CDE CA School Dashboard Releases

The Education Omnibus Trailer Bill, Senate Bill 114 (Chapter 48, Statutes of 2023) requires the California Department of Education (CDE) to release the California School Dashboard (Dashboard) earlier than in previous years. The new statutory deadlines are by December 1, 2024; November 15, 2025; and October 15, 2026.