



**YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION**

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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 serve their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to succeed in high school and beyond.

This report contains information related to Compliance, Professional Development and Research and Knowledge.

COMPLIANCE

Enrollment of students with disabilities. The following displays the enrollment of students with an Individualized Education Program (IEP) as of September 25, 2024.

# of Students with Disabilities Enrolled			
September 2024			
School	Total SPED Count	Total Population	% of total Student Population
BCCS	82	346	24%
BCCHS	63	223	28%
MORCS	36	296	12%
Total SPED Enrollment	181	865	21%

The following is the percentage of students identified as having a Low-Incidence disability. Low-incidence disabilities, as the name suggests, occur less frequently among student populations and are estimated to make up 20% of all students with disabilities. Low-incidence disabilities include Autism, Deaf or Hard of Hearing, Deaf-Blindness, Intellectual Disability, Multiple Disabilities, Visual Impairment, Traumatic Brain Injury, and Orthopedic Impairment.

# of Students with Low Incidence Eligibility			
September 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	10	12%	3%
BCCHS	11	17%	5%
MORCS	8	22%	3%
Total SPED Enrollment	29	16%	3%

The following is the percentage of students identified as having a high-incidence disability. High-incidence disabilities occur more frequently among those with disabilities and make up 80% of total disabilities. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment (ADD/ADHD), Speech/Language Impairment, and Emotional Disturbance.

# of Students with High Incidence Eligibility			
September 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	72	88%	21%
BCCHS	52	83%	23%
MORCS	28	78%	9%
Total SPED Enrollment	152	84%	18%

The chart below reveals the number of students with an Individualized Education Plan (IEP) by eligibility status.

September 2024										
School	#AUT	#ED	#HOH	# MD	# OHI	#SLD	#SLI	#VI	#OI	# ID
BCCS	8	0	0	0	14	56	2	0	1	1
BCCHS	7	2	3	0	11	39	0	0	0	1
MORCS	6	0	1	0	8	17	3	0	0	1
Total	21	2	4	0	33	112	5	0	1	3

AUT - Autism
 DEA - Deafness
 DBL - Deaf-Blindness
 ED - Emotional Disturbance
 HOH - Hard of Hearing
 ID - Intellectual Disability
 MD - Multiple Disabilities

OI - Orthopedic Impairment
 OHI - Other Health Impairment
 SLD - Specific Learning Disability
 SLI - Speech or Language Impairment
 TBI - Traumatic Brain Injury
 VI - Visual Impairment
 EMD - Established Medical Disability
 (ages 3-5 only)

OUTSIDE VENDORS

The following is information on services provided to YPICS schools by outside vendors.

Vendor	Services
Cross Country Education	Educational Services (APE, HOH, OT, LAS, Counseling)
Total Education Solutions	RSP Case Carrier

BEHAVIOR SERVICES-OUTSIDE VENDORS

Vendor	Services
Cross Country Education	Behavioral Services (BID-Behavior Intervention Development services)
Scout (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

The following are the number of staff for BII, BID and adult assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	4 BII (1 open Para position)
BCCHS	1 BID	4 BII (1 open position)
MORCS	1 BID	3 BII (1 open position)

Remaining Open Positions

- *School Psychologist (YPICS)*
 - An additional School Psychologist will allow us to split the current caseload of students requiring psych services (Assessments, counseling, Functional Behavioral Assessments (FBAs), Behavior Intervention Development (BID) service provision, and support for the BIIs)
- *Resource Specialist Teacher (MORCS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy currently filled with a contracted service provider from Total Education Solutions

Hiring Recommendations

- *Moderate/Severe Teacher (YPICS)*
 - Hiring a Moderate/Severe Special Education teacher will enable YPI Charter Schools to provide better support for students with the most severe needs. This will also reduce our student-to-teacher ratios.

According to the Ed Code, the maximum caseload for a Resource Specialist Teacher is 28. Currently, three of our teachers have caseloads exceeding this limit. A Moderate/Severe teacher could support students with low-incidence disabilities (AUT, ID, HOH, OI), including those eligible under SLD who require intensive learning support and would typically be placed in a Special Day Class.

- *Paraprofessionals/BIIs (YPICS)*
 - By employing more "floating" paraprofessionals and BIIs, we can provide stronger support to our teachers and ultimately improve outcomes for students. This will help YPICS schools remain compliant, without a lapse in service provision, and allow for more individualized attention in the classroom, while also being a more cost-effective solution than relying on day-to-day substitutes to fill BII absences.

24-25 COMPLIANCE MONITORING

- **LAUSD**
 - Monseñor Oscar Romero will participate in District Validation Review (DVR) this school year.

- *Bert Corona School will participate in DVR during the 25-26 school year. Bert Corona High School will participate in the District DVR during the 28-29 school year.
 - **CDE**
 - Bert Corona Charter School and Bert Corona Charter High School were selected to participate in CDE Cyclical Monitoring Cycle B this school year. The CDE monitoring process runs for two school years as follows:
 - **Year 1 (now)**
 - Self-review
 - IEP implementation review FEB 2025
 - **Year 2**
 - Compliance and Improvement Monitoring Process (CIM)

Special education compliance monitoring is conducted by the Director of Special Education, school site leads, and Coordinators of Instruction.

PROFESSIONAL DEVELOPMENT

The following professional development topics have been provided this year:

- Special Education PD - [Special Education 101-What Everyone Needs to Know About Special Education](#) - August 2024
- Paraprofessional PD - [Engaging Effectively in Classrooms](#) September 23, 2024

The following professional development resources are available via LAUSD and Charter Operated Programs:

[My Professional Learning Network](#)

My Professional Learning Network (MyPLN) is developed to offer district and charter school employees access to a myriad of training opportunities on various topics. The sessions include in-person, virtual, and blended learning professional development. All special education staff are encouraged to browse the site regularly for upcoming professional development opportunities. Welligent login credentials are required to access the platform.

[Charter Operated Programs - Training Hub](#)

The Charter Operated Programs (COP) offers various training opportunities throughout the school year. Training options include:

- Woodcock-Johnson IV Assessment Tools
- Psych Case Review
- Behavior Management Strategies

- Oral Interpretation at IEPs
- Welligent 101
- Psychological First Aid
- Attendance Best Practices
- Expulsion Basics
- Supporting students experiencing loss and grief

RESEARCH AND KNOWLEDGE

Legal Update: Teen’s attempts to ‘push boundaries’ don’t signal need for IDEA evaluation

Case name: Three Rivers Cmty. Schs., 124 LRP 28556 (SEA MI 07/02/24).

Ruling: A Michigan district did not violate the IDEA when it failed to evaluate a teenager with ADHD and anxiety after he began exhibiting behavioral difficulties in school. Finding that the district had no reason to suspect a disability-related need for special education services, an administrative law judge dismissed the parent’s child find claim.

What it means: Nothing in the IDEA requires a district to evaluate a student at the first sign of academic or behavioral struggles. So long as the student is not displaying clear signs of a disability, the district may attempt classroom-level interventions before referring the student for an IDEA evaluation. This district showed that the student’s teachers redirected him when he lost focus, managed his attempts to push boundaries, and counseled him when he expressed frustrations with peers. The success of those interventions, along with the student’s age-appropriate academic performance, bolstered the district’s argument that it had no reason to evaluate the student.

Summary: Evidence that a teenager with ADHD and anxiety performed “on par” with his classmates despite some behavioral issues undercut his mother’s IDEA child find claim against a Michigan district. An ALJ held that the student’s behaviors, which were not unusual for boys his age and were managed successfully with classroom-level interventions, did not suggest a need to evaluate.

The ALJ noted that a district does not have to evaluate every struggling student. To the contrary, the ALJ observed, a district only has to evaluate when it suspects the student has an IDEA-eligible disability and needs special education as a result. As such, the ALJ explained, a parent seeking relief for an alleged child find violation must prove that the district overlooked clear signs of disability. The ALJ found that the parent failed to meet that standard.

Although the student exhibited disruptive behaviors in class and liked to “push boundaries,” the ALJ pointed out that such behavior was not unusual for teenage boys. Furthermore, the ALJ noted that teachers were able to redirect the student when he lost focus and that the district’s behavior interventionists helped the student work through his frustrations with peers.

The ALJ acknowledged that the district had suspended the student several times for behaviors ranging from soaking others with a water bottle, “ruining” a classmate’s lunch box, and fighting with peers. Still, the ALJ rejected the parent’s argument that the district had reason to suspect a need for specially designed instruction based on his out-of-class behaviors.

The ALJ pointed out that the student was able to adjust his inappropriate behaviors following discussions with school staff. What’s more, the ALJ observed, the results of a private neuropsychological evaluation indicated that the student only needed accommodations to be successful. “Even [the student’s therapist] ... testified that he believes a [Section] 504 plan is appropriate for [the student],” the ALJ wrote.

Because the district had no reason to suspect the student had a disability-related need for special education, the ALJ found that it did not violate its child find obligation