



**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 February, 2024.

# of Students with Disabilities Enrolled			
January 2025			
School	Total SPED Count	Total Population	% of Total Student Population
BCCS	82	341	24%
BCCHS	72	232	31%
MORCS	37	298	12%
Total SPED Enrollment	191	871	22%

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

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
- *Resource Specialist Teacher (BCCHS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy due to increased caseloads.

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 the 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, Bert Corona Charter High School, and **Monseñor Oscar Romero** 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:

- Co-teaching PD - [Co-Teaching Foundations: Setting the Stage for Success](#) - January 13, 2025
- Paraprofessional PD - [Engaging Effectively in Classrooms](#) September 23, 2024
- Special Education PD - [Special Education 101-What Everyone Needs to Know About Special Education](#) - August 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: Student's lack of need doesn't allow staff to disregard IEP accommodations

Case name: [Gallup-McKinley County Schs., 125 LRP982 \(SEA NM 12/13/24\).](#)

Ruling: The New Mexico Department of Education found that a district failed to implement the IEP of a twice-exceptional fourth-grader in violation of the IDEA. The state ED required the district to submit a corrective action plan that includes conducting a facilitated IEP meeting and training staff.

What it means: Students' IEPs should not include superfluous accommodations that are not appropriate or no longer needed. Here, a child's IEP included an extensive list of accommodations, including universal supports provided to all students, some of which were vague and ambiguous. So, the district had difficulty implementing all of them with fidelity. The IEP team should have clarified and refined accommodations and removed unnecessary accommodations to avoid ambiguity, misunderstanding, and implementation failures.

Summary: A New Mexico district's failure to remove unnecessary accommodations from a twice-exceptional fourth-grader's IEP led to an implementation failure. The district must take corrective action, including holding a facilitated IEP meeting and training staff.

The child with other health impairment and autism attended the district's virtual program. Her IEP included an extensive list of academic and testing accommodations, many of which were universal supports provided to all students. The parent alleged that the district failed to provide the required accommodations.

IEPs and all of their provisions must be implemented as written to provide a student FAPE under the IDEA, the state ED explained.

The child wasn't encouraged to turn on her camera after 15 minutes, which was inconsistent with the accommodation as described in her IEP, the ALJ found. In addition, the district failed to implement the accommodation for multiple choice questions for spelling tests, it added. Because spelling wasn't part of the required curriculum and was not graded, staff didn't implement the accommodation, the state ED observed. However, there was a spelling component within the virtual program, which was developed by an outside entity, it noted. Because the accommodation was included in the IEP, the district was in violation for failing to provide it, the state ED concluded. It remarked that if an accommodation is not appropriate for a student, it should be removed from the IEP.

The extensive accommodations listed in the IEP made them difficult to implement with fidelity, the state ED reasoned. The ambiguity and lack of clarity in the accommodations, combined with the limitations of virtual instruction, made implementation a challenge, it added. As a result, the district and parent had different understandings of accommodations and how they were to be implemented, the state ED explained. "Universal supports should not be included unless they are needed" to provide FAPE, it observed.

Current News: [As Education Department Slashes Nearly Half Its Staff, Special Ed Worries Mount](#)

Summary of the Article:

The U.S. Department of Education is undergoing a significant staff reduction, with nearly 1,400 employees being terminated. This will leave the department with approximately half the workforce it had when President Trump took office. While the Secretary of Education states this is for efficiency and to better direct resources, disability advocates are concerned about the impact on the nation's 7.5 million special education students. The Department of Education oversees billions in funding, early intervention programs, and the protection of civil rights for students with disabilities. Advocates are worried about the department's ability to fulfill its obligations under laws like the Individuals with Disabilities Education Act (IDEA).

Potential Impact on Your Charter School Organization's Special Education Department:

The staff reductions at the Department of Education could have several implications for your charter school's special education department:

- **Reduced Federal Oversight and Support:** With fewer staff at the federal level, there may be less oversight of state and local education agencies, including charter schools. This could potentially lead to decreased monitoring of compliance with IDEA and other special education laws.
- **Delays in Guidance and Technical Assistance:** The Department of Education might delay providing guidance, technical assistance, and clarification on special education regulations and best practices to your charter school, making it more challenging to implement effective programs and services.

- **Increased Competition for Federal Funding:** If the Department of Education streamlines its grant-making processes due to staff reductions, your charter school might face increased competition for federal funding for special education programs.
- **Potential Shifts in Enforcement Priorities:** The Department of Education might shift its enforcement priorities with a reduced staff. It's important to stay informed about any changes in enforcement focus to ensure your charter school remains compliant.
- **Increased Burden on State and Local Agencies:** With less federal support, state and local education agencies, including your charter school, might need to take on a greater burden in ensuring compliance with special education laws and providing adequate services to students with disabilities. This could mean increased administrative workload for your special education staff.

Recommendations for Charter Schools:

- **Stay Informed:** Closely monitor updates and guidance from the Department of Education and your state education agency.
- **Strengthen Internal Compliance:** Proactively review your special education policies and procedures to ensure they are fully compliant with IDEA and other relevant laws.
- **Seek Out Alternative Resources:** Identify alternative sources of information, training, and technical assistance, such as professional organizations, legal experts, and other charter schools with strong special education programs.
- **Advocate for Your Students:** Consider joining advocacy efforts to ensure that the needs of students with disabilities are prioritized at the federal and state levels.
- **Maintain Strong Parent Communication:** Keep parents informed about any potential changes in special education services and continue to foster collaborative partnerships.