

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

Regular

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### Date and Time

Monday August 8, 2022 at 6:00 PM PDT

### Location

<https://meet.google.com/dae-sxcb-sfp>

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You may join the meeting via your computer and/or phone

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A. Record Attendance</b>		Mary Keipp	1 m
<b>B. Call the Meeting to Order</b>		Mary Keipp	1 m
<b>C. Approval of Board Findings relating to Teleconference Meetings During State of Emergency</b>	Vote	Mary Keipp	1 m

### Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency

	Purpose	Presenter	Time
declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.			

D. Additions/ Corrections to the Agenda	Mary Keipp	1 m
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**II. Communications 6:04 PM**

A. Presentations from the Public	FYI	Mary Keipp
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Any persons present desiring to address the Board of Directors on any proper matter.

YPICS (or the "Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

When addressing the Board, speakers are requested (but not required) to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection on the Charter Schools website at [ypics.org](http://ypics.org) or at 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

YPICS adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at [info@coronacharter.org](mailto:info@coronacharter.org), [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

Instructions for public comments at board meetings conducted via Zoom:  
If you wish to make a public comment the YPICS Board of Trustees requests that member of the public please utilize the following procedures:

1. A Google Form "sign-up" will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of "speaker cards" available at meetings. <https://bit.ly/2Xtb5xx>

- |   | Purpose | Presenter | Time |
|---|---------|-----------|------|
| 2. Speakers are asked (but not required) to fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted). |         |           |      |
| 3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.  |         |           |      |
| 4. When it is time for the speaker to address the board, their name will be called by the Board Chair and the requesting speaker's microphone will be activated.  |         |           |      |
| 5. Speakers are requested (but not required to) rename their Zoom profile with their real name to expedite this process.  |         |           |      |

Alternatively, member of the public who wish to comment during the Board meeting may use the "raise hand"function on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting.

<b>III. Items Scheduled for Action</b>			<b>6:04 PM</b>
<b>A.</b> Public Hearing and Adoption of Updated Independent Study Policy	Vote	Yvette King-Berg	5 m
<b>B.</b> Instructional Materials for the 22-23 School Year	Vote	Yvette King-Berg	5 m

Recommendation for Board to Approve Instructional Materials for the 22-23 School Year.

<b>IV. Closing Items</b>			<b>6:14 PM</b>
<b>A.</b> Adjourn Meeting	Vote		

# Coversheet

## Public Hearing and Adoption of Updated Independent Study Policy

**Section:** III. Items Scheduled for Action  
**Item:** A. Public Hearing and Adoption of Updated Independent Study Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
YPICS\_ Independent Study Board Policy 080822 (updated per AB 181)(6121453.1) (1).pdf  
YPICS\_ Independent Study Written Agreement(6126739.1) (2).pdf

*Independent Study Board Policy YPICS*

**YPI CHARTER SCHOOLS  
INDEPENDENT STUDY BOARD POLICY**

YPI Charter Schools (hereinafter “Charter School”, referring to charter schools operated by YPI Charter Schools: Bert Corona Carter Middle, Bert Corona Charter High, and Monseñor Oscar Romero) may offer independent study to meet the educational needs of pupils enrolled in the Charter School in accordance with applicable law. Independent study shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the Charter School’s adopted course of study within the customary time frame. (5 C.C.R. § 11701.5.)

Charter School intends to offer an independent study program featuring “short-term independent study” for classroom-based program students who may benefit from a short-term independent study option and “annual independent study” for students only participating in independent study in a given school year. Charter School shall provide appropriate services and resources to enable pupils to complete their independent study program successfully. Independent study is a voluntary, educational alternative in which no student may be required to participate. (Education Code § 51747.)

The following written policies have been adopted by the Board for implementation at the Charter School for the independent study program:

1. The Executive Director or designee is responsible for managing the independent study program, which includes reviewing and granting requests for short-term independent study from Charter School students. The Executive Director or designee will determine if a student qualifies for short-term independent study based on criteria including the below:
  - a. Experienced certificated staff are available to effectively supervise students in independent study.
  - b. Ensuring the enrollment does not result in noncompliance with independent study ADA requirements (e.g., ADA-to-Certificated Teacher Ratio per Education Code § 51745.6; ensuring 80% of ADA generated by the Charter School is from classroom-based instruction per Education Code § 47612.5; etc.).
  - c. An individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study if his/her Individualized Education Program (IEP) specifically provides for such participation. If a parent or guardian of an individual with exceptional needs requests independent study, the student’s IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement.
  - d. No student that is referred or assigned to a Charter School pursuant to Education Code § 48915 or Education Code § 48917, may be provided with instruction

through independent study unless they are offered the alternative of classroom instruction and they choose independent study.

- e. In accordance with Education Code § 51747.3(b), students enrolling in the independent study program must be residents of Los Angeles County or an adjacent county.

The Executive Director or designee is responsible for establishing the number of available seats for short-term and full-time independent study and must consider the independent study ADA requirements (see Section 1(b)) in making these determinations. The Executive Director or designee may consider factors under Section 1(a)-(e) and other factors in determining the total number of full-time independent study seats and enrollment eligibility.

2. For pupils in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days. (Education Code § 51747(a).)
3. When any pupil fails to complete three (3) assignments during any period of twenty (20) school days or fails to make satisfactory educational progress (defined below in Section 4), the Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study, or whether the pupil should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school. (Education Code § 51747(b).) After providing the required notice and right to a hearing, Charter School may disenroll pupils who accrue ten (10) unexcused absences due to failure to turn in assignments.
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP. The Executive Director or designee is responsible for making this determination based on all of the following indicators:
  - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
  - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
  - c. Learning required concepts, as determined by the supervising teacher.

- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)
5. The Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code § 51747(c).)
6. For students who participate in independent study at Charter School for at least fifteen (15) school days per year:

6.1. If a student does not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school’s approved instructional calendar, students found not participatory in synchronous instruction pursuant to Education Code § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or for students who are in violation of their independent study written agreement, Charter School shall:

- a. Verify current contact information for each enrolled student;
- b. Notify parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student’s needs for reengagement;
- d. If the student has failed to complete three (3) assignments during any period of twenty (20) school days or is failing to make satisfactory educational progress as defined in Section 4 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being; and
- e. Implement any Charter School programs intended to address chronic absenteeism, as applicable. (Education Code § 51747(d).)

6.2 Based on each student’s grade level, their assigned teacher or teachers of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections (a)-(b) below. (Education Code § 51747(e).)

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include

check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned teacher or teachers of record, and involving live two-way communication. (Education Code § 51745.5.)

- a. For students in grades 4-8, inclusive, the Charter School will schedule and offer opportunities for weekly synchronous instruction and daily live interaction.
- b. For pupils in grades 9 to 12, inclusive, the Charter School will schedule and offer opportunities for at least weekly synchronous instruction.

The Charter School will document each student’s participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a school day will be documented as nonparticipatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (Education Code § 51747.5(c).)

6.3 A student’s parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or designee or their assigned teacher(s) of record. If there is capacity in Charter School’s in-person program at the student’s grade level, Charter School will transition the student within five school days. If there is not capacity in Charter School’s in-person program at the student’s grade level, Charter School will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student’s educational records within five school days, and offer the student an opportunity to join Charter School’s waitlist. (Education Code § 51747(f).)

6.4 Sections 6.1, 6.2, and 6.3 of this policy do not apply to students who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Charter School shall obtain evidence from appropriately licensed professionals of the need for students to participate in independent study pursuant to this Section 6.4. (Education Code § 51747(i).)

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all the following:
  - a. The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress.



- b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the pupil. These resources will include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits (7<sup>th</sup>-12<sup>th</sup> grades) or, for the elementary grades (5<sup>th</sup>-6<sup>th</sup>), other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code §§ 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. Each written agreement shall be signed by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable.

- i. For a student participating in an independent study program that is scheduled for fourteen (14) or fewer school days, each written agreement must be signed within ten (10) school days of the commencement of the first day of the student's participation in independent study.
- ii. For a student participating in an independent study program that is scheduled for fifteen (15) or more school days, each written agreement must be signed before the commencement of independent study.

For purposes of this policy, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. (Education Code § 51747(c).)

- j. Before signing a written agreement, the parent or guardian of a student may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (Education Code § 51747(h)(2).)
8. Family Rights and Responsibilities: The independent study program entails a commitment by the parent/guardian and the student. Families participating in independent study agree to:
- a. Support the student, including by monitoring the student's progress in the independent study program and helping the student track important deadlines (e.g., assignment deadlines).
  - b. Complete the independent study agreement.
  - c. Participate in any interventions recommended by the school to promote academic success.
9. Supervising Teacher Responsibilities:
- a. Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee of the Charter School. (Education Code § 51747.5.)
  - b. The Executive Director or designee shall oversee the teacher(s) who directly supervise independent study on a regular basis and ensure that the teacher(s):

- i. Complete designated portions of the independent study agreement and add additional information to the agreement when appropriate.
- ii. Supervise and approve coursework.
- iii. Design/identify curriculum objectives.
- iv. Communicate with students as required by the independent study agreement.
- v. Assess all work that students are required to submit to the teacher.
- vi. Personally judge the time value of assigned work or work products completed and submitted by the student.
- vii. Select and save with each independent study agreement, representative samples of the student's completed and evaluated assignments.
- viii. Maintain any required records and files on a current basis.
- ix. When appropriate, determine and assign grades or other approved measures of achievement.

10. Charter School Administrative Responsibilities:

- a. Charter School will not provide independent study students and parents/guardians with funds or items of value that are not provided for other students and parents/guardians. (Education Code § 51747.3(a).)
- b. Charter School may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher, or the combined time value of pupil work product and pupil participation in synchronous instruction. (Education Code § 51747.5(b).)
- c. Charter School will maintain records of the independent study program. School records maintained by Charter School shall identify all students participating in its independent study program and shall specify the grade level in which each of these students is enrolled.
- d. Records of the independent study program shall be maintained for audit purposes and shall include the following:
  - i. A copy of the Board policy and procedures related to independent study.

- ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the “course of study”) and units of the curriculum completed by students, as specified in their independent study agreements.
  - iii. A file of all independent study agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
  - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals. (5 C.C.R. § 11703.)
11. Charter School will comply with ADA-to-certificated employee ratio requirements of Education Code § 51745.6.
12. Charter School shall comply with the applicable provisions under Education Code § 51744 *et seq.* and the provisions of the Charter Schools Act and applicable State Board of Education regulations adopted there under.

**Adopted: September 25, 2017**

**Amended: June 28, 2021**

**Amended: August 8, 2022**



## Independent Study Written Agreement

### Middle and High School

Student Name:	Grade:	Birth Date:
School:		
Street Address:		
City:	Zip Code:	Phone: (____)
Parent/Guardian Name:	Email:	
Start Date of Agreement:	End Date of Agreement:	

**Manner, Time, Frequency, and Place for Submitting Assignments and Reporting/Communicating About Student’s Academic Progress:**

- Manner: e.g., one-on-one meeting (virtual or in-person), email/phone communication, etc.
- Time: Generally, between 8:30A.M. and 4:30P.M. Exact times determined by supervising teacher.
- Frequency: Meetings with supervising teacher scheduled at least once every two (2) weeks. In addition, YPI Charter Schools (“School”) will offer opportunities for live interaction and synchronous instruction to the student per Education Code section 51747(e).

Pursuant to School’s Independent Study Board Policy, for pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) school days. Students shall submit assignments to the supervising teacher.

**Objectives, Methods of Study, Methods of Evaluation, and Resources:** The student will complete the courses listed below. All independent study objectives will be consistent with School’s charter and State content standards. The major educational objectives include enabling the Student to progress with their grade-specific studies, successfully complete assignments, and learn required concepts as determined by the School. It is the Schools’ goal to provide an exceptional education to a diverse student body through individual attention in a supportive and dynamic environment.

School will offer educational activities targeted to reach the objectives including, but not limited, to core curriculum instruction, reading, research, essays, oral reports, demonstrations, homework assignments, lesson exercises, games, projects, discussions, and other educational activities. The method of study is determined by the supervising teacher, and may require the student to complete tasks assigned by the student’s teacher or designee, meet with the teacher or designee, participate in instructional activities (e.g., one-on-one, small group, classroom instruction) and other educational activities deemed appropriate by the School to meet the students’ educational needs.

Student’s course work and assignments will be evaluated by one or more of the following criteria: presentation

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of evidence showing assignment completion; written tests/quizzes; demonstration of skills; oral presentation; California Assessment of Student Performance and Progress and other similar assessments; progress/report cards; portfolios, labs, and other methods of evaluation.

The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement may also be further described in student assignment sheets and work records forms, which are part of this agreement, and any subsidiary agreements are also part of this agreement.

School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. Student is entitled to textbooks and supplies, supervision/support by the supervising teacher, and other educational services and resources received by other children enrolled in his/her grade in School's in-person program. This includes access to the connectivity and devices adequate to participate in independent study and complete assigned work, including but not limited to a computer, tablet, and/or internet access. By signing below, you are confirming you: (1) have devices and connectivity to allow the student to access the independent study program; or (2) will contact the student's supervising teacher if you need help accessing such connectivity and devices.

The independent study option is to be substantially equivalent in quality and quantity to classroom instruction. Students who choose to engage in independent study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

**Independent Study Evaluation:** Pursuant to School's Independent Study Board Policy, when the student fails to complete three (3) assignments during any period of twenty (20) schooldays or fails to make satisfactory educational progress (defined below), the School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program "(IEP)").

**Duration of Agreement:** The duration of the independent study agreement is set forth above and shall not exceed one school year.

**Supports for Students:** School will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, access to assistive software/devices, counselors, student support team and related services, including curriculum, and resource materials.

**Voluntary Participation Statement:** It is understood that independent study is an optional educational alternative in which no student maybe required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

**Course Credits:** Upon successful completion of this agreement, Student will receive the following course credits or other measures of academic accomplishment:

<i>Subject/Course</i>	<i>Course Value/Credits</i>	<i>Subject/Course</i>	<i>Course Value/Credits</i>

*For elementary students, School may offer another measure of academic accomplishment in lieu of credits.*

*I/We have read the terms of this agreement and hereby agree to all conditions set forth. This agreement shall be in effect from the Start Date through the End Date listed above.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian/Caregiver Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Teacher Name

\_\_\_\_\_  
Supervising Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SPED Official Name (if applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
SPED Official Signature (if applicable)

\_\_\_\_\_  
Date

# Coversheet

## Instructional Materials for the 22-23 School Year

**Section:** III. Items Scheduled for Action  
**Item:** B. Instructional Materials for the 22-23 School Year  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPICS Williams Curriculum Inventory - BCCHS (1).pdf  
YPICS Williams Curriculum Inventory - BCCS.pdf  
YPICS Williams Curriculum Inventory - MORCS.pdf



Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
	AP Spanish Language and Culture	2275	na	n/a	n/a	n/a	n/a	AP Classroom: <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a> <a href="https://apspanlang.com/">https://apspanlang.com/</a> <a href="https://cnnespanol.cnn.com/">https://cnnespanol.cnn.com/</a>	
	Resource Specialist Program	88	Multiple Novels	n/a	n/a	n/a	n/a		
	CHANGING HEARTS AND MINDS: ENG	2133	Multiple Novels	n/a	n/a	n/a	n/a	<a href="https://www.audible.com">Audible.com</a> <a href="https://www.achieve3000.com">Achieve3000.com</a> <a href="https://www.newsela.com">Newsela.com</a> <a href="https://www.paperrater.com">Paperrater.com</a> <a href="https://www.commonlit.com">CommonLit.com</a>	
	AP English Language and Comp	2170	Multiple Novels	n/a	n/a	n/a	n/a	* <a href="https://www.audible.com">Audible.com</a> <a href="https://www.achieve3000.com">Achieve3000.com</a> <a href="https://www.newsela.com">Newsela.com</a> <a href="https://www.paperrater.com">Paperrater.com</a> <a href="https://www.commonlit.com">CommonLit.com</a> * AP Classroom: <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a>	
	Spanish (1 AND 2)	2206	Avancemos! SPANISH 1	978-0-618-76598-0	Houghton Mifflin Harcourt Publishing Company	Houghton Mifflin Harcourt Publishing Company	Y	<a href="https://www.duolingo.com">duolingo.com</a> <a href="https://www.studyspanish.com">studyspanish.com</a>	
	Spanish 2	2225	Avancemos! Spanish 2	978-01-544-86122-0	Houghton Mifflin Harcourt Publishing Company	Houghton Mifflin Harcourt Publishing Company	Y	<a href="https://www.duolingo.com">duolingo.com</a> <a href="https://www.studyspanish.com">studyspanish.com</a>	
	HS P.E.	2514	n/a	n/a	n/a	n/a	n/a	n/a	
	Leadership	2719	n/a	n/a	n/a	n/a	n/a	n/a	
	Yearbook	2801	n/a	n/a	n/a	n/a	n/a	n/a	
	HS Instructional support	3020	n/a	n/a	n/a	n/a	n/a	n/a	
	Community Service	4902	n/a	n/a	n/a	n/a	n/a	n/a	
	Visual Arts 2	5729	n/a	n/a	n/a	n/a	n/a	Google (Classroom, Docs, Sheets, Slides, Meet, Drive, Translate) Adobe Cloud (Photoshop, Illustrator, Lightroom, Animate, Premiere, After Effects, Audition) Garage Band, Tinkercad, Figma Mote	
	Visual and Media Arts III	5737	n/a	n/a	n/a	n/a	n/a	Google (Classroom, Docs, Sheets, Slides, Meet, Drive, Translate) Adobe Cloud (Photoshop, Illustrator, Lightroom, Animate, Premiere, After Effects, Audition) Garage Band, Tinkercad, Figma Mote	
	Advisory	6001	n/a	n/a	n/a	n/a	n/a	n/a	
	Teacher Prep	6021	n/a	n/a	n/a	n/a	n/a	n/a	
	Teacher Assistant	6022	n/a	n/a	n/a	n/a	n/a	n/a	
	Health 11	1530400	n/a	n/a	n/a	n/a	n/a	n/a	
	Junior Seminar	1100	n/a	n/a	n/a	n/a	n/a	n/a	
	AP Environmental Science	2674	Environmental Science for the AP Course	ISBN-13: 978-1-319-11329-2. ISBN-10: 1-319-11329-X	Bedford, Freeman & Worth High School Publisher	Andrew Friedland and Rick Relyea	Y	PhET: <a href="https://phet.colorado.edu/en/">https://phet.colorado.edu/en/</a> CK12 Flexbook for Chemistry: <a href="https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0">https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0</a> Data Classroom: <a href="https://dataclassroom.com/en">https://dataclassroom.com/en</a> Gizmos: <a href="https://gizmos.explorellearning.com/">https://gizmos.explorellearning.com/</a> AP Classroom: <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a>	

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
	AP Biology	2670	Principles of Life	978-1-4641-0947-8	Sinauer Macmillan	David M. Hillis, David Sadava, Richard W. Hill, and Mary V. Price	Y	PhET <a href="https://phet.colorado.edu/en/">https://phet.colorado.edu/en/</a> Gizmos <a href="https://gizmos.explorelearning.com/">https://gizmos.explorelearning.com/</a> AP Classroom <a href="https://apcentral.collegeboard.org/myap/">https://apcentral.collegeboard.org/myap/</a> NOVA Labs <a href="https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser">https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser</a>	
	Found in Visual & Media Arts	2820		n/a	n/a	n/a	n/a	Google (Classroom, Docs, Sheets, Slides, Meet, Drive, Translate) Adobe Cloud (Photoshop, Illustrator, Lightroom, Animate, Premiere, After Effects, Audition) Garage Band, Tinkercad, Figma Mote	
	Language Takes the Stage: ENG	2130	Multiple Novels	n/a	n/a	n/a	n/a	Short Stories for HS Students <a href="https://americanliterature.com/high-school-short-stories">https://americanliterature.com/high-school-short-stories</a> StudySync ELA <a href="https://www.studysync.com/products/ela">https://www.studysync.com/products/ela</a>	
	Get Reel: English through Your	2131	Multiple Novels	n/a	n/a	n/a	n/a	Short Stories for HS Students <a href="https://americanliterature.com/high-school-short-stories">https://americanliterature.com/high-school-short-stories</a> StudySync ELA <a href="https://www.studysync.com/products/ela">https://www.studysync.com/products/ela</a>	
	DESIGNINGTHEAMERICANDREAM ENG	2132	Multiple Novels	n/a	n/a	n/a	n/a	Audible.com Achieve3000.com Newsela.com Paperater.com CommonLit.com	
	U.S. History and Public Health	2709	History Alive! Pursuing American Ideals	978-1-934534-88-5	Teachers' Curriculum Institute	Diane Hart	Y	Thinking Nation: <a href="https://www.thinkingnation.org/">https://www.thinkingnation.org/</a>	
	World History By Design	2711	History Alive! World Connections	978-1-58371-948-0	Teachers' Curriculum Institute	David Fausulo, Brent Goffa adn David Holford	Y	Thinking Nation: <a href="https://www.thinkingnation.org/">https://www.thinkingnation.org/</a>	
	Algebra 2 for the 21st Century	2404	Algebra 2 Common Core	ISBN-13: 978-0-13-328116-3. ISBN-10: 0-13-328116-7	Pearson Education Inc.	Randall I. Charles, Baisa Hall, Dan Kennedy, Allan E. Bellman, Sadie Chavis Bragg, William G. Handlin, Stuart J. Murphy and Grant Wiggins	Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	
	Geometry + Computer Vis	2439	Geometry Common Core	ISBN-13: 978-0-13-328115-6. BSN-10: 0-13-328115-9	Pearson Education Inc.	Randall I. Charles, Baisa Hall, Dan Kennedy, Laurie E. Bass, Art Johnson, Stuart J. Murphy and Grant Wiggins	Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	
	Pre-Calculus	2444					Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	
	Da Vinci Algebra 1 - Math	2446	Algebra 1 Common Core	ISBN-13: 978-0-13-318548-5 ISBN-10: 0-13-318548-6	Pearson Education Inc.	Randall I. Charles, Baisa Hall, Dan Kennedy, Allan E. Bellman, Sadie Chavis Bragg, William G. Handlin, Stuart J. Murphy and Grant Wiggins	Y	Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> IXL Learning <a href="https://www.ixl.com/">https://www.ixl.com/</a> Desmos <a href="https://www.desmos.com/">https://www.desmos.com/</a> DeltaMath <a href="https://www.deltamath.com/">https://www.deltamath.com/</a>	

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
	Biology and Community Health	2603	Biology for NGSS	978-1-927173-84-8	Biozone International Ltd	Tracey Greenwood, Lissa BAinbridge-Smith, Kent Pryor, and Richard Allan	Y	<p>PhET <a href="https://phet.colorado.edu/en/gizmos">https://phet.colorado.edu/en/gizmos</a> <a href="https://gizmos.explorelearning.com/">https://gizmos.explorelearning.com/</a></p> <p>NOVA Labs <a href="https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser">https://www.pbs.org/wgbh/nova/labs/lab/evolution/research/chooser</a></p>	
	CHEMISTRY AND ENVIRONMENTAL EN	2607	Chemistry Matter and Change	978-0-07-896405-3	The McGraw-Hill Companies, Inc.	Thandi Buthelezi, Lurel Dingrando, Nicholas Hainen, Cheryl Wistram and Dinah Zike	Y	<p>PhET: <a href="https://phet.colorado.edu/en/ck12">https://phet.colorado.edu/en/ck12</a> Flexbook for Chemistry: <a href="https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0">https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0</a></p> <p>Data Classroom: <a href="https://dataclassroom.com/en">https://dataclassroom.com/en</a></p> <p>Gizmos: <a href="https://gizmos.explorelearning.com/">https://gizmos.explorelearning.com/</a></p>	
	US Government		American Government	ISBN-13: 978--13-324082-5	Pearson Education Inc.	William A. McClenaghan	Y	Thinking Nation: <a href="https://www.thinkingnation.org/">https://www.thinkingnation.org/</a>	
	Probability and Statistics		Elementary Statistics Picturing the World	ISBN-13: 978-0-321-91121-6	Pearson Education Inc.	Ron Larson and Betsy Faraber			
<p>The definition of instructional materials is in Education Code Section 60010 (h). This law states "Instructional materials" means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests."</p>									
<p><u>What are "technology-based materials"?</u></p> <p>The definition of technology-based materials is in Education Code Section 60010(m) as follows:</p> <p>(1) "Technology-based materials" means basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audiotapes, lesson plans, and databases.</p> <p>(2) Technology-based materials also includes the electronic equipment required to make use of those materials used by pupils and teachers as a learning resource, including, but not limited to, laptop computers and devices that provide internet access.</p>									
<p><u>Must LEAs use only state-adopted instructional materials?</u></p> <p>No. EC Section 60210 states the following:</p>									
<p>"(a) Notwithstanding any other law, a local educational agency may use instructional materials that are aligned with the academic content standards adopted pursuant to Section 60605 or 60605.8, including instructional materials that have not been adopted by the state board pursuant to Section 60200.</p> <p>(b) Instructional materials for mathematics that are aligned to common core academic content standards developed by the Common Core State Standards Initiative consortium pursuant to Section 60605.7 shall be deemed to be aligned to the content standards adopted pursuant to Section 60605 or 60605.8 for purposes of Section 60119.</p> <p>(c) If a local educational agency chooses to use instructional materials that have not been adopted by the state board, the local educational agency shall ensure that a majority of the participants of any review process conducted by the local educational agency are classroom teachers who are assigned to the subject area or grade level of the materials."</p>									

Curricular Area	Course Title	Course Number	Textbook Title	ISBN	Publisher	Author	Physical Textbook	Online Curriculum	Notes
Student Leadership	Leadership	2719	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Advisory	Advisory	6001	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Physical Education	P.E.	9311	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
English Language Development	English Language Development	4112	Ready Common Core Reading Instruction		Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English Support	9103	Ready Common Core Reading Instruction	978-0-7609-8557-1 978-0-7609-8558-8 978-0-7609-8559-5	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-6th	21016	Ready Common Core Reading Instruction	978-0-7609-8557-1	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-7th	21017	Ready Common Core Reading Instruction	978-0-7609-8558-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
English Language Arts	English-8th	21018	Ready Common Core Reading Instruction	978-0-7609-8559-5	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
History and Social Studies	Social Studies-6th	27346	TCI History Alive! The Ancient World	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	Social Studies-7th	27347	TCI History Alive! The Medieval World and Beyond	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	History-8th	27348	TCI History Alive! The United States Through Industrialism	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	History Support	9312	TCI History Alive! The Ancient World TCI History Alive! The Medieval World and Beyond TCI History Alive! The United States Through Industrialism	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
Mathematics	Pre-Algebra	2424	i-Ready Classroom Mathematics	978-7280-1302-2	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Mathematics	Math-6th	2431	i-Ready Classroom Mathematics	978-7280-1298-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Mathematics	Math-7th	2432	i-Ready Classroom Mathematics	978-7280-1300-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Mathematics	Foundational Math Support	9245	i-Ready Classroom Mathematics	978-7280-1302-2 978-7280-1298-8 978-7280-1300-8	Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
Science	Science Support	9510	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-6th	2652	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-7th	2653	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-8th	2654	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only

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Advisory	Advisory	6001	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Film	Introduction to Film/Video Pro	7243	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
Physical Education	P.E.	9311	n/a	n/a	n/a	n/a	n/a	n/a	teacher created curriculum
English Language Development	English Language Development	4112	Ready Common Core Reading Instruction		Curriculum Associates		Y	Y	Textbook for each student Online Learning Path
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History and Social Studies	Social Studies-6th	27346	TCI History Alive! The Ancient World	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
History and Social Studies	Social Studies-7th	27347	TCI History Alive! The Medieval World and Beyond	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
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History and Social Studies	History Support	9312	TCI History Alive! The Ancient World TCI History Alive! The Medieval World and Beyond TCI History Alive! The United States Through Industrialism	<a href="https://www.teachtci.com/">https://www.teachtci.com/</a>	TCI	TCI	N	Y	Online Only
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Science	Science Support	9510	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-6th	2652	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-7th	2653	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only
Science	Science-8th	2654	Stile Mosa Mack	<a href="https://us.stileeducation.com/">https://us.stileeducation.com/</a> <a href="https://mosamack.com/">https://mosamack.com/</a>	Stile Education Mosa Mack Science	Stile Education Mosa Mack Science	N	Y	Online Only

# Coversheet

## Adjourn Meeting

<b>Section:</b>	IV. Closing Items
<b>Item:</b>	A. Adjourn Meeting
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	YPICS_Board_Calendar 2022 2023.doc



**YPI CHARTER SCHOOLS**

June 29, 2022

**TO:** YPI Charter Schools, Inc. Board of Directors

**FROM:** Yvette King-Berg Executive Director

**SUBJECT: YPICS Board of Directors’ Meetings for 2022-2023**

**BACKGROUND**

The YPICS Board of Directors serve the YPI Charter Schools, on a strictly voluntary basis and their time and work on behalf of the schools are not compensated monetarily.

**ANALYSIS**

The following dates are proposed for the 2022-2023 school year. Board members are asked to communicate with the Board Chair and/or the ED as to their availability and dates will be revised as needed.

**YPI Charter Schools  
Board of Directors  
Board Meeting Dates 2022-2023**

<b>Date</b>	<b>Meeting Type</b>
July 30, 2022 <b>Saturday 8:00AM-2:00 PM</b>	Regular& <b>Board Retreat (Data &amp; Strategic Planning)</b>
August 29, 2022	<b>Regular</b>
September 26, 2022	Regular
October 31, 2022	Regular
November	Academic Committee <b>11/6/2022 @ 6:00 PM</b> (Lopez & Mendoza)
	Technology Committee <b>11/6/2022 @ 6:00 PM</b> (Cho)
	Finance Committee <b>11/13/2022 @ 6:00 PM</b> (Green, Keipp, Njboke, & Wallace)
December 5, 2022	Regular
January	Academic Committee 1/23/2023 (Lopez & Mendoza)
	Technology Committee <b>1/13/20 @ 6:00 PM</b> (Cho)

February 6, 2023	Regular
March 20, 2023	Finance Committee @ 6:00 PM (Green, Keipp, Njboke, & Wallace)
March 27, 2023	Regular
April 24, 2023	Regular
May 22, 2023	Regular
June 12, 2023	Finance Committee @ 6:00 PM (Green, Keipp, Njboke, & Wallace)
June 26, 2023	Academic 5:00 PM (Lopez & Mendoza)  Regular 6:00 PM

All board meetings are held on Monday and begin at 6:00 PM and are located at:

**YPI Charter Schools, Inc Offices  
Conference Room  
10660 White Oak Avenue  
Granada Hills, CA 91344**

**OR**

**Via Zoom if emergency conditions continue as per AB 361 and Executive Order N-15-21**

**RECOMMENDATION**

This is an information item only and no action is required.