

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday March 30, 2026 at 2:00 PM PDT

Location

YPICS Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA

Join Zoom Meeting

<https://us06web.zoom.us/j/87556100409>

Meeting ID: 875 5610 0409

One tap mobile

+16699006833,,87556100409# US (San Jose)

+16694449171,,87556100409# US

Join instructions

https://us06web.zoom.us/join/87556100409?signature=7YuHsr-KWEAXeqqWGB1xLonZdUmXOUvm_xhDJCOCQZA

Board members will be calling in from:

1728 S. Vermont Ave, Los Angeles CA 90006

6934 Enfield Avenue Reseda, CA 91335

17037 Chatsworth Street, Granada Hills, California 91344

27201 Tournay Road, Suite 201, Valencia CA 91355

405 Hillgard Avenue, Los Angeles, CA 90024

Agenda

	Purpose	Presenter	Time
I. Opening Items			2:00 PM
Opening Items			
A.	Record Attendance and Guests	Yesenia Zubia	
B.	Call the Meeting to Order	Mary Keipp	
C.	Additions/Corrections to Agenda	Mary Keipp	1 m
II. Communications			2:01 PM

- A.** Presentations from the Public FYI Mary Keipp
END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES -
Assembly Bill 2449

Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during "emergency circumstances" or for "just cause." Specific requirements may be found in the full text of AB2449 ([California Legislation Information](#)). All requirements for attendance by the YPICS Board of Trustees are adhered to in accordance with the Ralph M. Brown Act.

Instructions for Presentations to the Board by Parents and Citizens

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:

If you wish to make a public comment, you may attend in person and may complete a "Speaker Card" (on an agenda item or non-agenda item) card which will be available at the door.

	Purpose	Presenter	Time
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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. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.

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 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, info@romerocharter.org. All efforts will be made for reasonable accommodations.

III.	Items Scheduled for Information		2:01 PM
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A.	YPICS iReady Data	Discuss	Yvette King-Berg	15 m
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IV.	Items Scheduled For Action		2:16 PM
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A.	BCCHS Independent Study Policy	Vote	Yvette King-Berg	5 m
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This is a recommendation to approve the revised Independent Study Policy.

V.	Announcements		2:21 PM
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A.	Next Board Meeting	FYI	Yvette King-Berg	2 m
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The next YPICS Regular Board Meeting is scheduled for Monday, April 27, 2026.

VI.	Closing Items		2:23 PM
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A.	Adjourn Meeting	Vote	Mary Keipp	
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Coversheet

YPICS iReady Data

Section: III. Items Scheduled for Information

Item: A. YPICS iReady Data

Purpose: Discuss

Submitted by:

Related Material:

033026 diagnostic-growth_reading_bert-corona-charter-middle-school_03262026.pdf

033026 diagnostic-growth_reading_monsenor-oscar-romero-charter-school_03262026.pdf

033026 diagnostic-growth_reading_all-schools_03262026.pdf

033026 diagnostic-growth_math_bert-corona-charter-middle-school_03262026.pdf

033026 diagnostic-growth_math_monsenor-oscar-romero-charter-school_03262026.pdf

033026 diagnostic-growth_math_all-schools_03262026.pdf

2026-02-25 Winter HS Growth for Youth Policy Institute (1).pdf

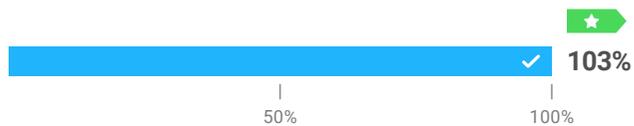
Diagnostic Growth



School Bert Corona Charter Middle School
Subject Reading
Academic Year 2025 - 2026
Comparison Diagnostic Most Recent

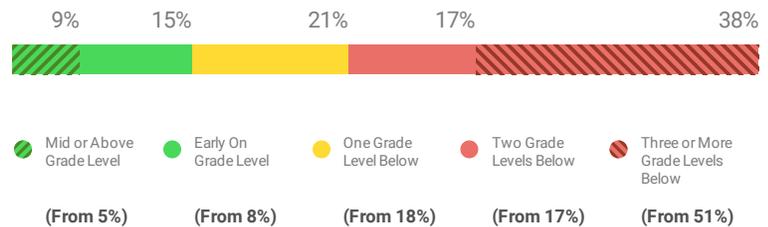
Students Assessed/Total: **336/347**

Progress to Annual Typical Growth (Median)

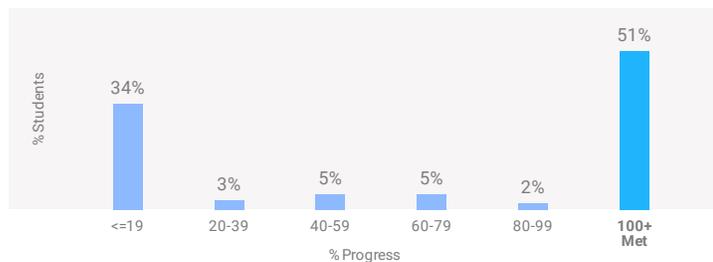


The median percent progress towards Typical Growth for this school is 103%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

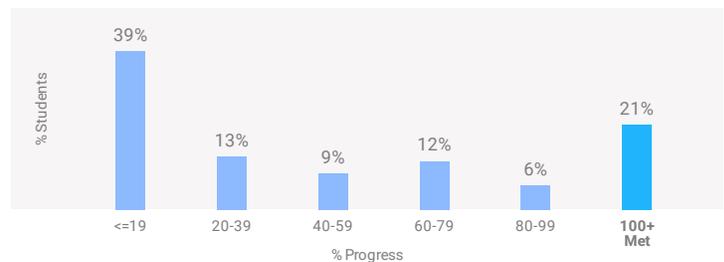
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	65%	33%	28%	0%	50%	6/6
Grade 6	68%	46%	27%	23%	46%	112/115
Grade 7	159%	62%	54%	23%	62%	111/115
Grade 8	83%	47%	24%	18%	42%	107/111

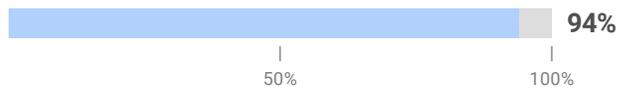
Diagnostic Growth



School Monsenor Oscar Romero Charter School
Subject Reading
Academic Year 2025 - 2026
Comparison Diagnostic Most Recent

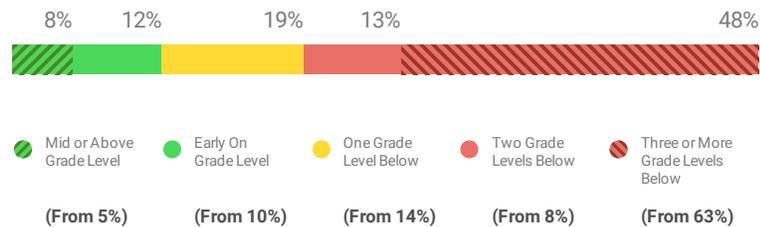
Students Assessed/Total: **270/278**

Progress to Annual Typical Growth (Median)

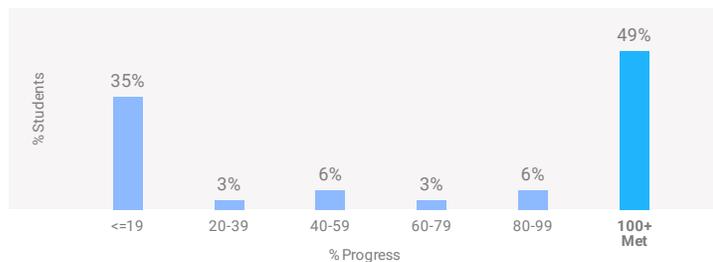


The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

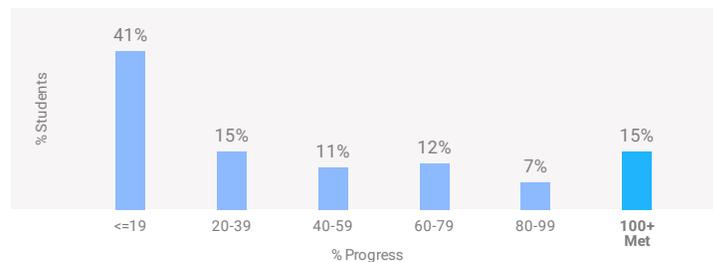
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	100%	52%	40%	17%	46%	69/73
Grade 7	38%	37%	13%	9%	36%	108/111
Grade 8	122%	60%	44%	19%	57%	93/94

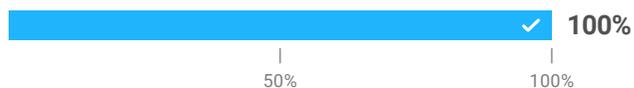
Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2025 - 2026
Comparison Diagnostic Most Recent

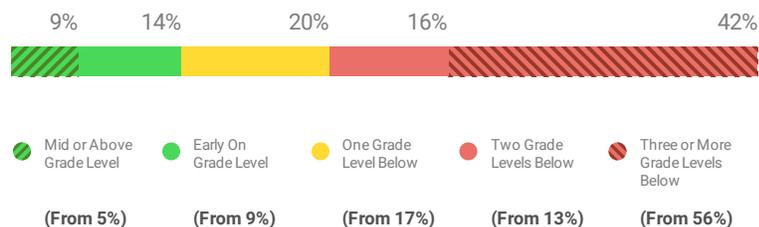
Students Assessed/Total: **606/625**

Progress to Annual Typical Growth (Median)

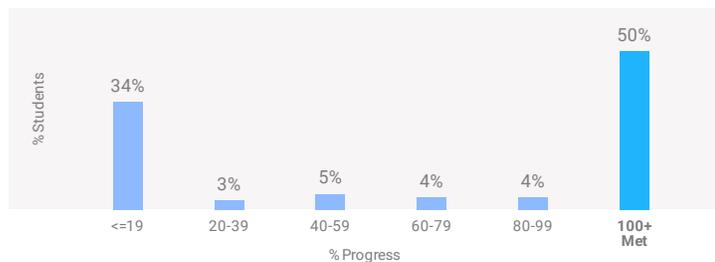


The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

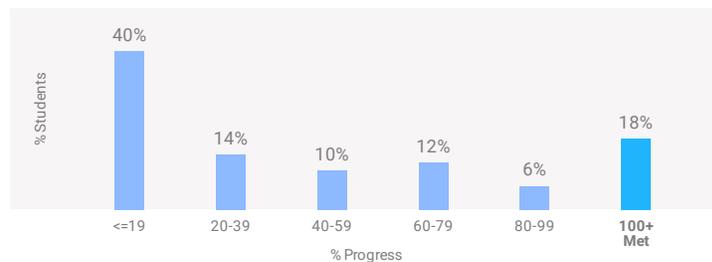
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	103%	51%	36%	21%	50%	336/347
Monsenor Oscar Romero Charter School	94%	49%	32%	15%	46%	270/278

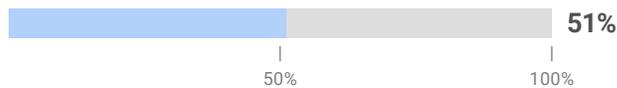
Diagnostic Growth



School Bert Corona Charter Middle School
Subject Math
Academic Year 2025 - 2026
Comparison Diagnostic Most Recent

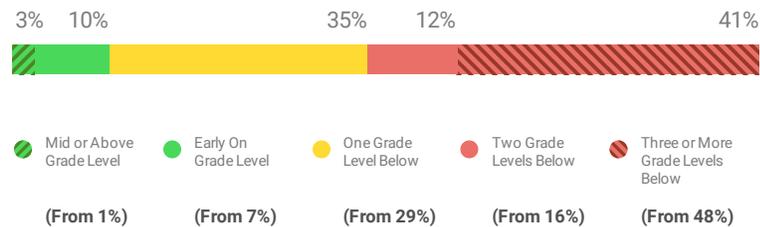
Students Assessed/Total: **336/347**

Progress to Annual Typical Growth (Median)

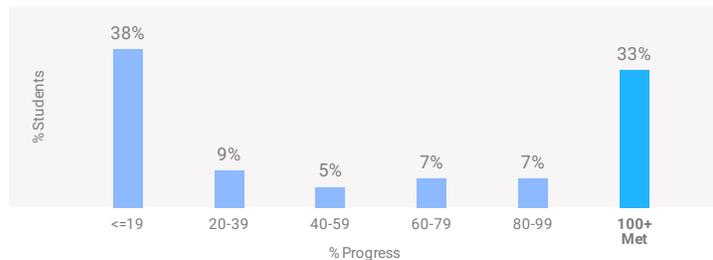


The median percent progress towards Typical Growth for this school is 51%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

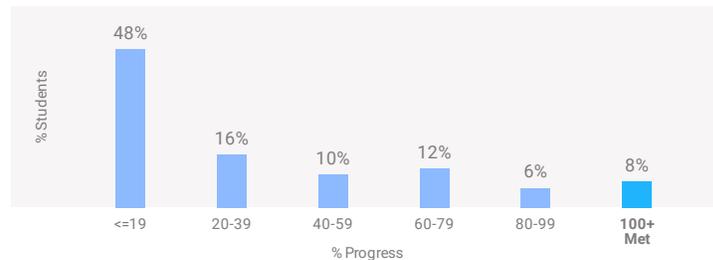
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	67%	33%	35%	0%	50%	6/6
Grade 6	38%	22%	19%	5%	30%	112/115
Grade 7	77%	43%	30%	8%	44%	111/115
Grade 8	42%	35%	16%	12%	37%	107/111

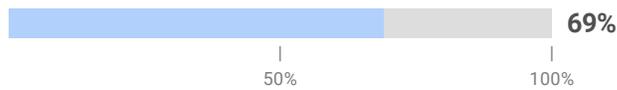
Diagnostic Growth



School Monsenor Oscar Romero Charter School
Subject Math
Academic Year 2025 - 2026
Comparison Diagnostic Most Recent

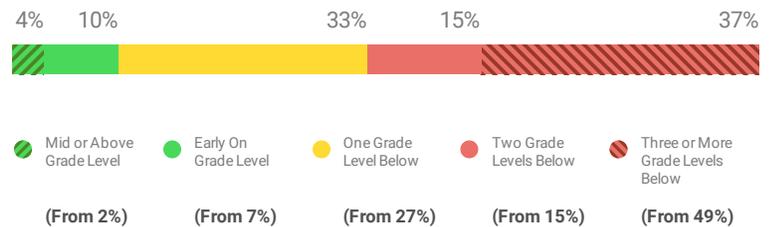
Students Assessed/Total: **271/278**

Progress to Annual Typical Growth (Median)

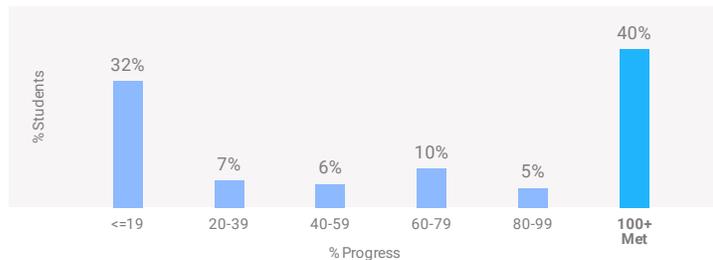


The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

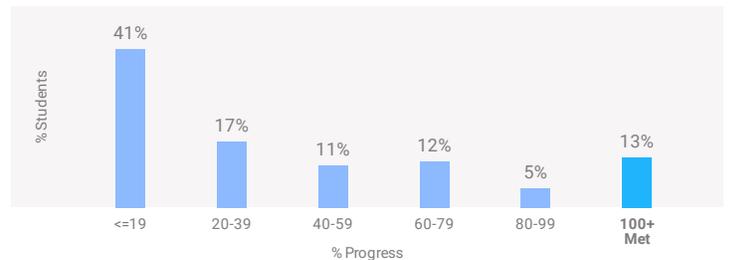
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	67%	36%	31%	6%	41%	69/73
Grade 7	67%	36%	30%	13%	41%	109/111
Grade 8	89%	47%	36%	18%	43%	93/94

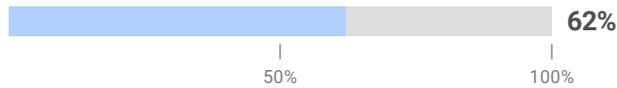
Diagnostic Growth



School All Schools
Subject Math
Academic Year 2025 - 2026
Comparison Diagnostic Most Recent

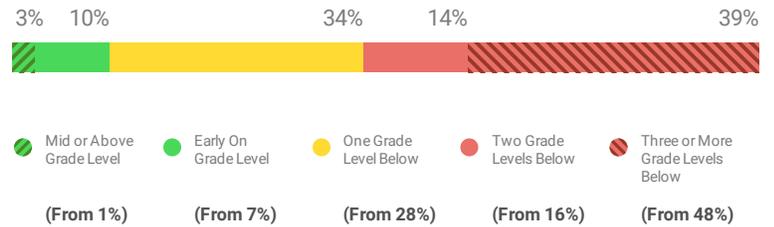
Students Assessed/Total: **607/625**

Progress to Annual Typical Growth (Median)

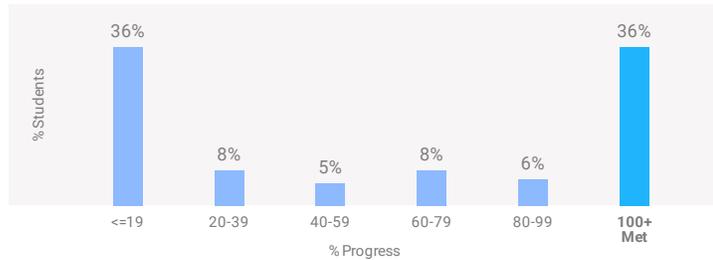


The median percent progress towards Typical Growth for this school is 62%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

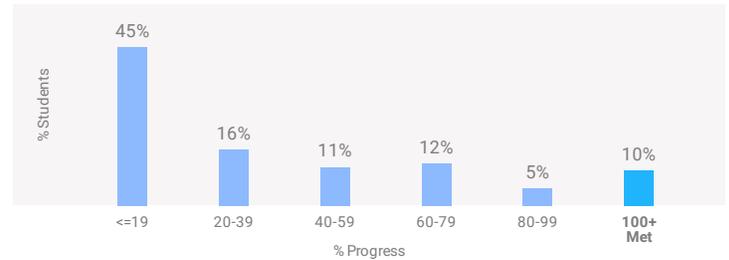
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

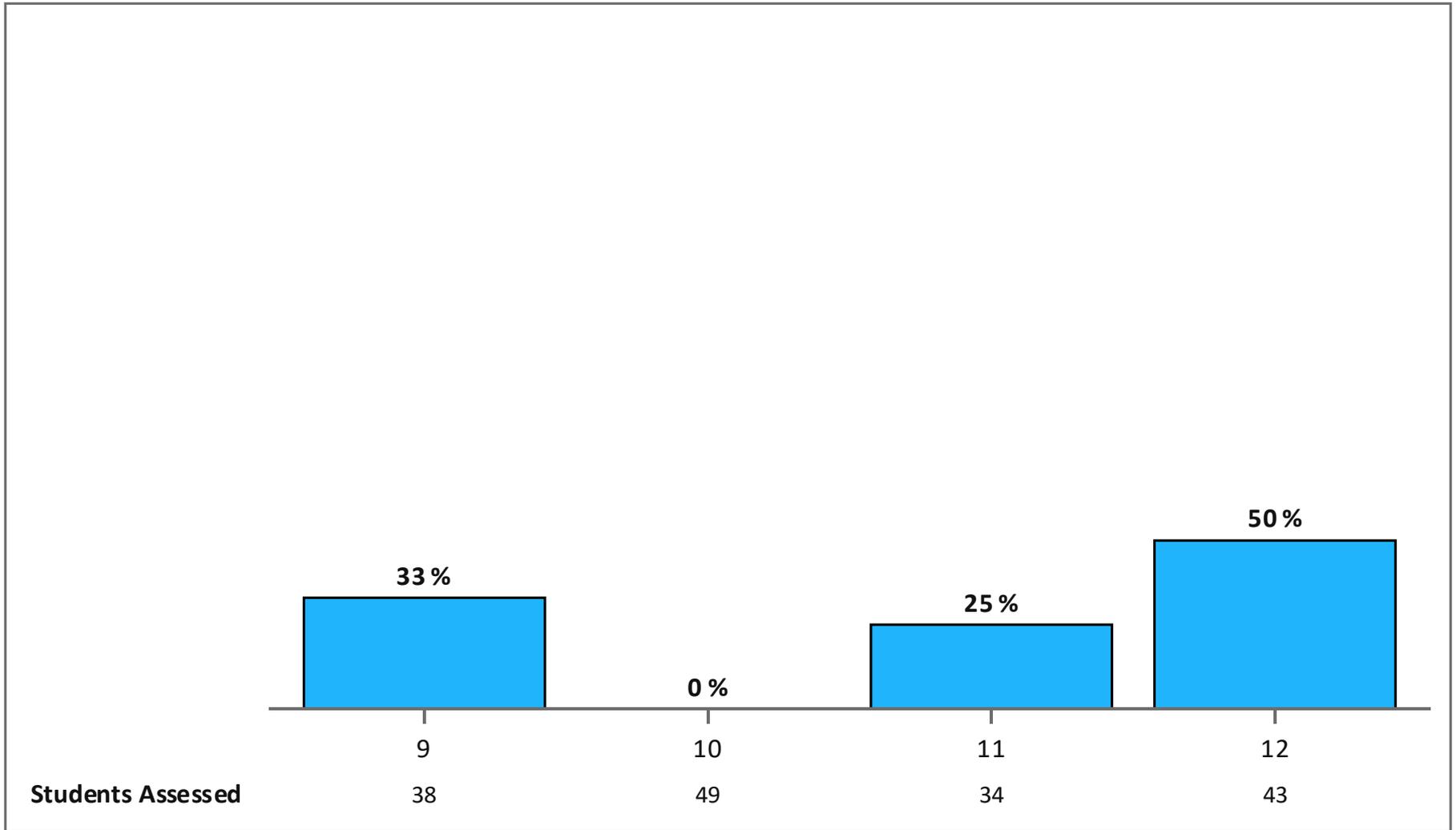
School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	51%	33%	23%	8%	38%	336/347
Monsenor Oscar Romero Charter School	69%	40%	31%	13%	42%	271/278

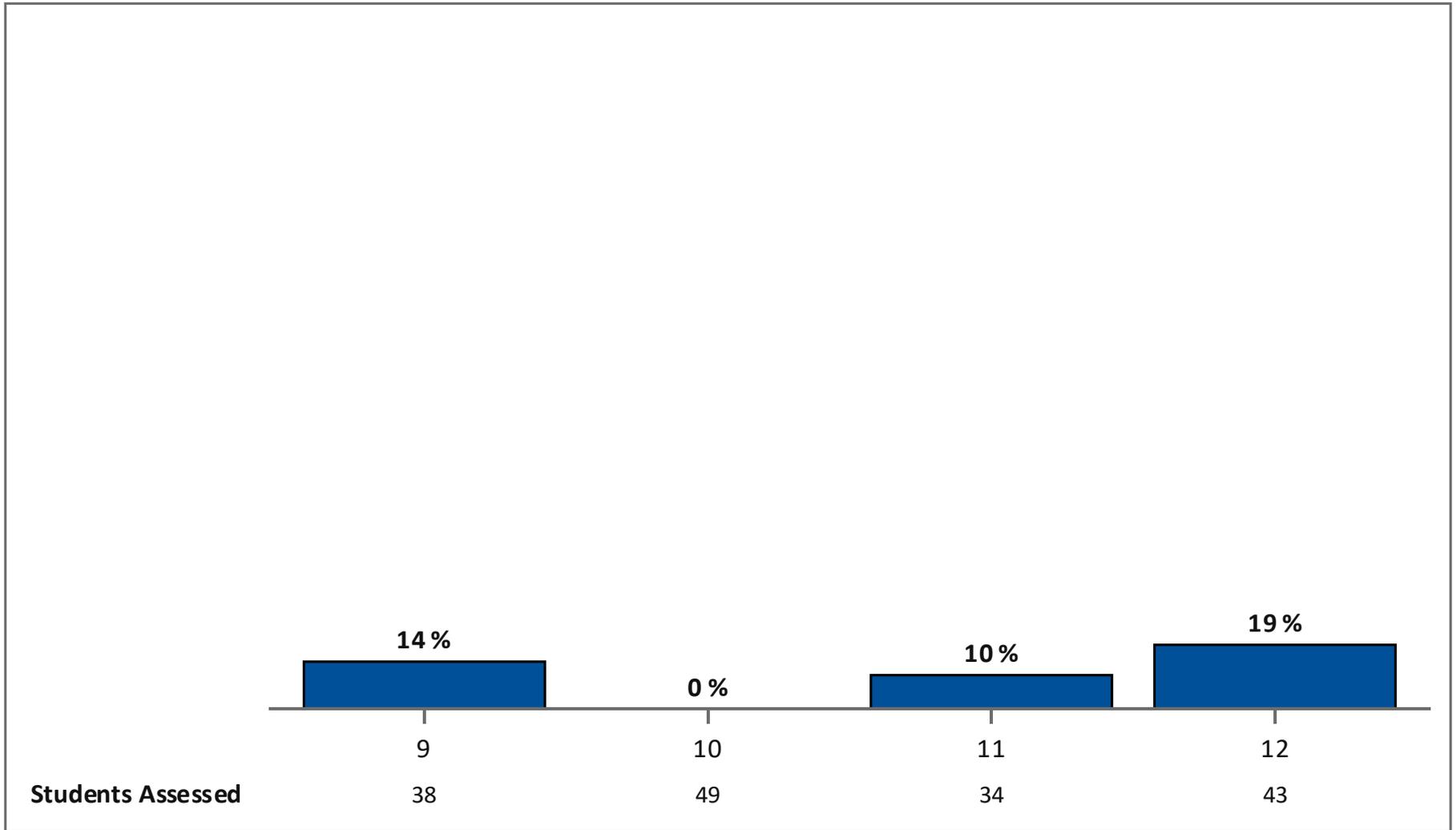
Median Generalized Typical Growth for High School Students

Mathematics



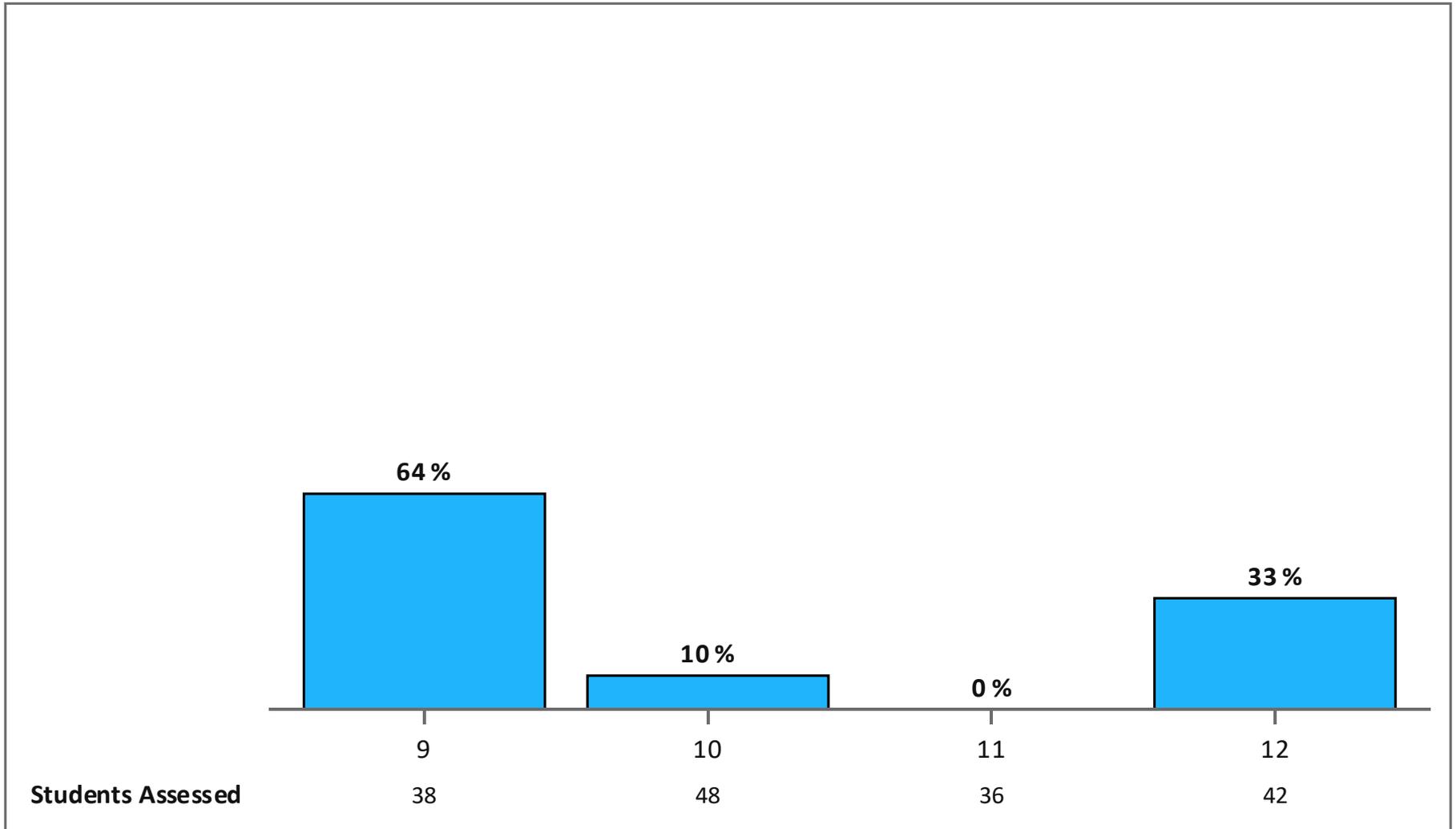
Median Generalized Stretch Growth for High School Students

Mathematics



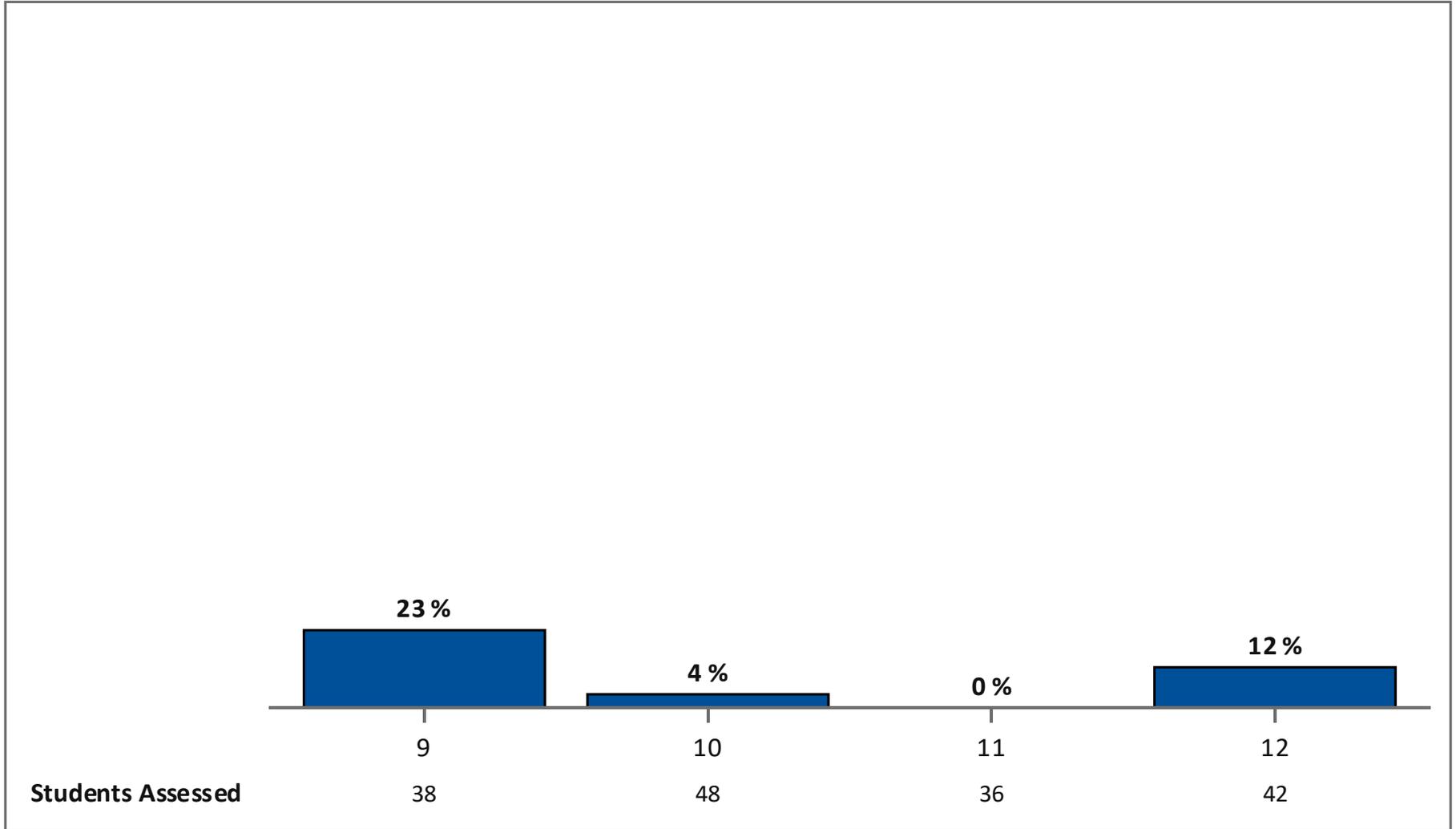
Median Generalized Typical Growth for High School Students

Reading



Median Generalized Stretch Growth for High School Students

Reading



Coversheet

BCCHS Independent Study Policy

Section: IV. Items Scheduled For Action
Item: A. BCCHS Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: _2025-26 YPICS Independent Study Board Policy_Revised.pdf



INDEPENDENT STUDY POLICY

YPI Charter Schools (YPICS), which operates Bert Corona Charter High, Bert Corona Charter Middle, and Monseñor Oscar Romero Charter Middle (collectively, the “Charter School”), may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School under the conditions set forth in this Policy which applies to all YPI Charter Schools (YPICS). Independent study is available for Charter School students who are unable to access on-campus instruction due to extended illness or other extenuating circumstances. Prior to approval of any independent study request, parents/guardians must meet with the Principal or Designee to develop a plan for the independent study.

Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the YPICS Board of Trustees for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum time that may elapse between the assignment and the date by which the pupil must complete the assigned work shall be ten (10) school days.
2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of ten (10) school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for 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.

- 3. The Charter School shall provide content aligned with grade-level standards that is substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
- 4. Charter School has adopted tiered reengagement strategies** for the following pupils:
 - a. All pupils who are not generating attendance for more than 10% of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month,5 as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- d. Verification of current contact information for each enrolled pupil;
 - e. Notification to parents or guardians of the lack of participation within one (1) school day of the absence or lack of participation;
 - f. Outreach from the Charter School to determine pupil needs, including connection with health and social services as necessary;
 - g. When the evaluation described above under paragraph 2 is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
- 5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction**:
 - a. For pupils in grades 6-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of

the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Charter School shall make available live scheduled video interaction.

- b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Charter School shall make available live scheduled video interaction and/or virtual "office hours".
6. The following plan shall be utilized to transition** pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The Principal or designee will meet with the Family to discuss the transition back to in-person instruction and the effect, if any, the transition will have on student credit accomplishment. Any Family wishing to return to in-person instruction will be returned to in-person instruction within 5 instructional days.

**The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction 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. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic 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 used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing connectivity and devices adequate for all pupils to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b), 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 before 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 the 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 or, for the elementary/middle school grades, 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 pupil's individualized education program 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 Section 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. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, 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, the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable, and all persons who have direct responsibility for providing assistance to the pupil. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, 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 pupil, as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, which may be a marking that is either computer-generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10

(commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3, and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
9. The Executive Director of Designee may establish regulations to implement these policies in accordance with the law.

Adopted: July 26, 2021

Revised: March 30, 2026