

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday May 20, 2024 at 6:00 PM

Location

The Meeting will be held at:

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

A Board member will be joining virtually from Monsenor Oscar Romero Charter School, 2670 W. 11th Street, Los Angeles, CA 90006

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/88934465556>

Presentations from the Public can only be made at one of the four YPICS locations listed.

Bert Corona Charter School
9400 Remick Avenue Pacoima, CA 91331

Bert Corona Charter High School
12513 Gain Street Pacoima, CA 91331

Monseñor Oscar Romero Charter School
2670 W. 11th Street Los Angeles, CA 90006

YPI Charter Schools
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Trustees Present

C. Lopez, D. Cho, M. Keipp, W. Njboke

Trustees Absent

M. Green, S. Mendoza

Guests Present

E. LaVan (remote), F. Zepeda (remote), I. Castillo, J. Osorio, K. Myers, R. Bradford, R. Duenas, Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday May 20, 2024 at 6:08 PM.

C.

Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of April 22, 2024 Regular Board Meeting Minutes

W. Njboke made a motion to approve the minutes from YPICS Regular Board Meeting on 04-22-24.

C. Lopez seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Public Hearing

A. Public Hearing 2024-25 LCAPS Drafts

The YPICS Board of Trustees conducted a public hearing to receive recommendations from parents, community members, and staff regarding the 2024-2025 Local Control and Accountability Plans (LCAPs) and Budgets for Bert Corona Charter High School, Bert Corona Charter School, and Monseñor Oscar Romero Charter School.

IV. Items Scheduled for Information

A. Board Committee Reports

Academic Excellence: Executive Administrators are prepared to share growth data at this meeting. There is much to celebrate.

Fiscal Committee: We held a meeting before this one. We recommended that the Board accept the 9.6% increase in the medical plan. Next, we will meet for 2.5 hours on 6/04/24 to finalize next year's budget with a recommendation to bring the final budget back to the full Board on June 24, 2024

Technology Committee: We have not met since we put in Ring Central. We will submit the e-rate plan accurately and on time.

B. School Committee/ Council Reports for BCCS

School Executive Administrators were on hand to respond to questions and comments regarding council meeting reports.

C. School Committee/ Council Reports for MORCS

School Executive Administrators were on hand to respond to questions and comments regarding council meeting reports.

D. School Committee/ Council Reports for BCCHS

School Executive Administrators were on hand to respond to questions and comments regarding council meeting reports..

E. YPICS Director of Special Education's Report

KNOWLEDGE Legal Update:

Sharing 504 plan in Google Workspace won't guarantee implementation
Case name: Waterloo (IA) Cmty. Sch. Dist., 124 LRP9137 (OCR, Chicago 12/08/23).

Ruling: An Iowa district may have violated Section 504 and Title II of the ADA by failing to implement a high schooler's classroom accommodations, according to OCR. To address OCR's concerns, the district signed a voluntary resolution agreement. As part of the agreement, the district committed to training school staff concerning the importance of implementing students' 504 plans and IEPs. It also promised to offer the student the opportunity to re-enroll in the district and, if the student reenrolls, to consider his need for compensatory education. What it means: Section 504 requires that districts fully implement a student's 504 plan or IEP. To ensure that happens, districts must appoint someone to distribute the 504 plan or IEP to staff responsible for implementing it and follow up to ensure staff have reviewed and understand the plan. In this case, the teachers were reportedly unaware of the student's 504 plan, although the counselor shared it through Google Workspace. Had the counselor followed up with teachers, she could have ensured they reviewed the plan, understood it, and provided the students with classroom accommodations.

Summary: It wasn't surprising that teachers at an Iowa high school reportedly failed to provide a student with classroom accommodations, given that they didn't know he had a 504 plan. To resolve OCR's concerns that the school didn't implement the plan, the district agreed to train its staff on implementing IEPs and 504 plans. The parent claimed the district discriminated against the student by not providing several of his accommodations. OCR stated that Section 504 requires districts to provide FAPE to students with disabilities. Districts can provide FAPE by implementing a 504 plan or IEP, OCR added. Here, OCR observed, the plan included several accommodations which, according to the parent, teachers didn't provide.

These, OCR noted, included preferential seating, extended time for assignments, and chunking of assignments. OCR pointed out that the counselor overseeing 504 services at the school initially shared the plan with teachers in GoogleWorkspace, stating, "Ensure you have reviewed and are following all accommodations." When the parent asked the counselor if teachers were implementing the 504 plan, OCR noted the counselor

responded: "Yes, they are!" When the parent asked the teachers a few weeks later, however, OCR remarked, the teachers reportedly told the parent they didn't know the student had a plan. This evidence created concerns, OCR stated, that teachers denied the student FAPE by failing to provide the required accommodations. Prior to OCR completing its investigation, the district pledged to take the steps outlined in solution agreement. **One of the steps requires the district to train school staff concerning the importance of disseminating 504 plans and IEPs to staff, implementing accommodations, and documenting the provision of accommodations..**

F. YPICS Senior Director of Community Schools Partnerships' Report

Expanded Learning Time and Opportunities

- Expanded Learning Programs:
 - All school sites continue to implement after school programs.
- ELO-P programs continue to be offered at both middle school sites; We have opened the application for any new submissions for next semester.
- Sites have started planning for Summer Programs, including the HS which received funding to implement summer program this year.
- Staff is meeting monthly to review FPM process and identify current gaps and develop strategies to address them.

23/24 Services/Resources

- Current and previous partnerships: Wolf Connection, Vision to Learn, Luminarias Counseling, Cal Arts, UCLA School of Dentistry, Dignity Health, Heroes of Life, Think Together, El Nido, Strength United, MEND, LA County Mental Health, Catalysts SGV, St. John's Community Center, Parent Education Bridge for Student Achievement Foundation, Hope Gardens, Big Smile, Central City Neighborhood Partners (VITA), GRYD, Vision to learn, Serra Medical, Wolf Camp, San Fernando Valley Partnership, Pueblo y Salud, Champions in Service, The Village Family Services, Nature for all.

Highlights:

- Through the partnership with the San Fernando Valley Partnership BCCHS has been able to welcome a substance abuse case manager/mentor who will be supporting students struggling with substance use.
- Central City Neighborhood Partners (CCNP) provided food distribution for families at MORCS.
- MORCS continues to provide monthly workshops covering various topics with the help of partners.

G. Bert Corona Charter School Executive Administrator's Report

Instruction & Performance Data

Our focus for instruction this semester has been on writing across the curriculum and co-planning to ensure supports and structures are in place for all students. Each week, our teachers have time to work together on planning lessons that are two weeks out, giving them time to collaborate across their grade level and with support teachers/staff. With this new practice, resource teachers, EL teachers, and paraprofessionals are more in tune with what is going on daily in the gen ed classrooms, and they have a plan for how they will support students for each of those classes. We finished the administration of our final iReady diagnostic earlier this month and have had a chance to analyze the results. We are very pleased with the growth we saw this year, and we worked with parents, students, and staff to explore places where we may be seeing equity gaps. The data and these gaps will help us look into student growth and performance more deeply and help us make decisions about goals, staffing, and support we will be putting in place for the 24-25 school year.

Overall, our students performed well and demonstrated significant improvement across the board. However, we need to identify gaps so we can continue to refine our practice and work to meet all our students' needs. A full equity report was included as a separate document in case the board wants to review all data points. Further explanation can be provided if board members are interested in the report.

H. Monseñor Oscar Romero Charter School Executive Administrator's Report

Instruction

With the end of the school year approaching, we are beginning to see the results of the hard work and effort that our teaching staff has put in throughout the school year.

Completing our iReady diagnostic assessments shows that students demonstrated significant growth in Math and Reading. The following is a breakdown of the growth made in both Reading and Mathematics as measured by the iReady diagnostic assessments.

Reading

- Schoolwide
 - Schoolwide, 72% of our students met or exceeded their typical growth goal.
 - 34% of students met or exceeded their stretch goal.
 - 27% of students moved from the 3 or more grade levels or below band, bringing our starting percentage of 68% at 3 or more grade levels below to 41%.

Mathematics

- Schoolwide
 - Schoolwide, 68% of our students met or exceeded their typical growth goal. 35% of students met or exceeded their stretch goal.
 - 22% of students moved from the 3 or more grade levels or below band, bringing our starting percentage of 54% at 3 or more grade levels below to 32%.

I.

Bert Corona Charter High School Executive Administrator/ COO's Report

Instruction & Performance Data

NWEA MAPs School Profile Spring Data Math Single Term Achievement 34% of our students are near or above grade level in math. 18% are near or at grade level, 12% are at grade level, and 4 % are above grade level. The senior class has the highest proficiency of all grade levels, with 44% of students near or above grade level. The 10th grade has the lowest with 27% of students near or above grade level..

Reading Single Term Achievement Spring 45% of our students are near or above grade level in Reading. 22% are near or at grade level, 19% are at grade level, and 4 % are above grade level. The senior class has the highest proficiency of all grade levels with 57% of students near or above grade level. The 10th grade has the lowest with 22% of students near or above grade level.

J. YPICS Chief Accountability Officer's Report

Federal Program Monitoring (FPM) MORCS 2024-25

Last month, we informed the Board of the selection of Monsenor Oscar Romero for online Federal Program Monitoring by the California Department of Education. At MORCS, we have begun reviewing current documentation for Compensatory Education (Title I) and English Learner Programs to ensure compliance in these frequently reviewed programs. The formal notification from the CDE on which programs have been selected is expected to be sent before June. The CDE will hold a week of online training in August to prepare schools identified for review during the 2024-25 academic year.

LCAP Development for 2024-25

All three LCAP drafts to be presented in this evening's public hearing were reviewed using Loyola Marymount University's Center for Equity for English Learner's (CEEL). The drafts will also be submitted for review by the Director of Special Education and the Option 3 SELPA. Revisions will be made based on additional feedback gathered from educational partners including the SAC, ELAC/EL-PAC, and teachers leading to the June adoption by the Board.

K. YPICS Executive Director's Report

Big cuts, no new taxes: Gov. Newsom's plan to fix California's budget deficit 2 BY ALEXEI KOSEFF MAY 10, 2024 IN SUMMARY Gavin Newsom proposes a mix of spending cuts and using reserves to balance the state budget. He says that core services will be largely untouched, but some existing programs would be affected..

IN SUMMARY Gavin Newsom proposes a mix of spending cuts and using reserves to balance the state budget. He says that core services will be largely untouched, but some existing programs would be affected.

Faced with ongoing weaknesses in state finances, Gov. Gavin Newsom put forward a revised budget plan today that he said aims to stabilize California in the longer term by addressing a “sizable deficit” estimated at \$56 billion over the next two fiscal years. Looking beyond the typical annual budget cycle, Newsom proposed more than \$30 billion in ongoing and one-time spending cuts, including to education and climate objectives that have been among the governor’s own priorities, though he promised that “core programs” providing social services to needy Californians would be mostly untouched.

Looking beyond the typical annual budget cycle, Newsom proposed more than \$30 billion in ongoing and one-time spending cuts, including to education and climate objectives that have been among the governor’s own priorities, though he promised that “core programs” providing social services to needy Californians would be mostly untouched. “These are propositions that I’ve long advanced, many of them. These are things that I’ve supported,” Newsom said during a press conference in Sacramento. “But you’ve got to do it. We have to be responsible. We have to be accountable. We have to balance the budget.”

V. Consent Agenda Items

A. Background

B. Consent Items

C. Lopez made a motion to move the consent calendar.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Items Scheduled For Action

A. YPICS April 2024 Financials and Check Registers

C. Lopez made a motion to approve the April 2024 YPICS financials and check registers as submitted.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. SY24/25 YPICS Declaration of Need

D. Cho made a motion to approve the 24-25 Declaration of Needs (CL-500) for YPICS schools: Bert Corona Charter School, Bert Corona Charter High School and Monseñor Oscar Romero Charter School.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

C.

**Local Assignment Option - Ed Code §44258.7 (Committee on Assignments):
Departmentalized**

C. Lopez made a motion to approve the Local Assignment Option Ed Code 44258.7
Committee on Assignments: Departmentalized.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Local Assignment Option - Ed Code §44258.3 (Craven): Departmentalized

C. Lopez made a motion to approve the local assignment option Ed Code 44258.3
Craven Departmentalized.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. FY24/25 ExED Contracts

C. Lopez made a motion to approve the FY 24-25 ExED contracts for services.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

F. Items Above Executive Director's Spending Authority

C. Lopez made a motion to approve the following items above the spending authority of
the Executive Director: 1. SY23/24 Luminarias invoices not to exceed \$132,000 for
mental health services. 2. Monseñor Oscar Romero Charter School's iMac refresh
totaling \$63,335.74. 3. Green Works Solutions facility repairs contract totaling
\$214,513.75.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

VII. Closed Session

A. Government Code 54957 PUBLIC EMPLOYEE: DISCIPLINE/ DISMISSAL/ RELEASE

The Board moved into Closed Session at 7:24 PM.

VIII. Open Session

A. Action Taken in Closed Session

Open Session resumed at 8:07 PM. No action was taken during Closed Session.

IX. Announcements

A. Closing Announcements

The next regular board meeting will be June 3, 2024.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:08 PM.

Respectfully Submitted,
Y. Zubia

Documents used during the meeting

- 24-05-16 MORCS DRAFT LCAP.pdf
- 24-05-16 BCCS DRAFT LCAP.pdf
- 24-05-16 BCCHS DRAFT LCAP.pdf
- YPICS SPED Director Report 5_20_24.pdf
- 5.20.24 Community Schools Board Report.docx.pdf
- 23-24 BCCS EA BoD Report (May).docx.pdf
- 23-24 iReady D3 Analysis_Equity Gap Analysis (April 25).pdf
- 23-24 MORCS EA BoD Report May 20 2024.pdf
- Board informative- 24-25 Teacher salary table.pdf
- 23-24 BCCHS EA BoD Report 5-17-24 (2).pdf
- 24-05-20 CAO BoD Report.pdf
- YPIOSCAR 8196 2023-2024 Renewal Letter.pdf
- ED Report May 2024 Final.pdf
- 24-25 YPICS School Year Calendar (to be approved) - 24-25 YPICS School Calendar (180).pdf
- 23-24 YPICS Financials Board Packet 04.24.pdf
- 24-25_YPICS_Declaration_of_Need.pdf
- TEACHER-CONSENT-FORM (4864-2418-2975.v1).pdf
- Neutral Local Assignment Option Section 44258.7 Board Materials and Plan (YPI) (4894-4922-5150.v1) (1).pdf
- EC 44258.3 Policy (4870-4395-6927.v1).pdf
- TEACHER-CONSENT-FORM (4864-2418-2975.v1).pdf
- YPI CS - ExED Notice of Terms Supplement 2024-25.pdf
- 2.) 24-25 Apple iMac Refresh for MORCS Media Arts Lab.pdf

- 3.) Greenworks Proejct Quote (May 2024).pdf