APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Monday April 28, 2025 at 6:00 PM

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

The meeting will be held at YPI Charter Schools Learning and Support Center.

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: Invite Link
https://us06web.zoom.us/j/81196588214

Presentations from the Public can only be made at one of the four YPICS locations listed.
YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

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

Trustees Present
C. Lopez, D. Cho, M. Green, M. Keipp, W. Njboke

Trustees Absent
S. Mendoza

Trustees who arrived after the meeting opened
M. Green

Guests Present
E. LaVan, F. Zepeda, I. Castillo, Joseph Arreola (remote), K. Favela-Barreras, K. Gamez (remote), K. Myers, R. Bradford, R. Duenas, V. Nutt, 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 Apr 28, 2025 at 6:21 PM.

C. Additions/Corrections to Agenda

The agenda was updated to include Safe Harbor language for the closed session with the addition of the open session item.

D. Approval of March 24, 2025 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 03-24-25.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp	Aye
D. Cho	Aye
S. Mendoza	Absent
C. Lopez	Aye
M. Green	Absent
W. Njboke	Aye

II. Communications

A.

Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

M. Green arrived at 6:21 PM on April 29.
Academic Chair Lopez: The last Academic Committee meeting was held on February 3, 2025. There are no additional meetings scheduled at this time. We continue to request that the Executive Administrators provide an academic update of their school within their YPICS Board Reports. The final benchmark assessment results will not be available until the end of May. The Executive Administrators' June Board reports will include an analysis of year-end assessments at that time.

Technology Chair Cho: The Technology Committee met on March 10th, 2025, for a discussion on future E-Rate funding strategies to upgrade MORCS' infrastructure, as well as updates on current and summer technology initiatives. The Committee will hold a final planning meeting on May 12th to finalize summer projects. The Technology Committee strikes a balance between ongoing maintenance and forward-looking planning. The discussion of E-Rate funding for MORCS and the planning of summer initiatives showcase the Committee's commitment to continuous improvement. The May 12th meeting will be essential for solidifying these plans and ensuring the successful implementation of the summer project.

Fiscal Chair Green: Irina is still working with the EAs, Ruben, and Yvette in developing the school budgets for the 2025-2026 school year. Our next meeting will be held on Monday, June 9, 2025. We will have a final budget ready for the June 30, 2025, YPICS Board Meeting.

B. YPICS Director of Special Education's Report

Bert Corona Charter School Celebrates Autism Awareness Month. Autism Awareness Month is observed every year in April. It is a global initiative dedicated to raising awareness, promoting acceptance, and fostering inclusion for individuals with autism spectrum disorder (ASD).

Monsenor Oscar Romero Promotes Special Education During Outreach Efforts To boost enrollment for the upcoming school year, Monsenor Oscar Romero Charter School recently held an event, making sure to prominently feature our special education department for prospective students and families.

The Charter Operated Programs (COP) offers various training opportunities throughout the school year. Training options include: ● Woodcock-Johnson IV Assessment Tools ● Psych Case Review ● Behavior Management Strategies ● Oral Interpretation at IEPs ● Welligent 101 ● Psychological First Aid ● Attendance Best Practices ● Expulsion Basics ● Supporting students experiencing loss and grief.

C. Bert Corona Charter School Executive Administrator's Report

Instruction & Performance Data

PD:

For the second semester, we are building upon the fall semester efforts. To kick off the year, we brought in an expert teacher from CHIME to train our teachers on effective practices for co-planning and to introduce them to the idea of co-teaching.

There are 6 models for co-teaching, and they are all based on the Universal Design for Learning (UDL) structures. At our second PD for the year, we extended that learning through some videos and reading about those best practices. We also shared the following expectation for the teachers for co-teaching:

- Resource teachers will focus on teaching 2 lessons with math teachers each week.
- Special education paraprofessionals will engage in small group instruction with ELA teachers at least 2 times per week.
- ELD teacher will teach one co-taught lesson with general education teachers each week.
- Tutors and other, non-SPED paraprofessionals will teach at least one co-taught lesson or small group lesson per week.
- Co-planning time (every Monday) will focus on reviewing data and setting goals and a plan for co-teaching for the following week.

This process has been going very well, and we received accolades from our LAUSD oversight team when they observed our co-teaching in action. They even said that they would bring other teachers to our school to model what quality co-teaching should look like. We are proud of the progress we have made in this area and we look forward to continued growth from our students because of this practice.

iReady Assessments: READING

We are currently wrapping up our final iReady diagnostic for the year. Although we are not yet finished, our results look promising. For reading, we hit 142% of our expected typical growth, with 62% of our students overall hitting their typical growth targets. Every grade level exceeded typical growth targets.

For English learners, our students performed on par with the general ed/non-EL students. The only grade level where we did not hit typical growth targets was 5th grade where we have only 2 ELs in the grade level.

For students with special needs, we exceeded our growth targets in all grade levels.

iReady Assessments: MATH
In math, our students did well overall, but we continue to need to show more growth in this content area when compared with reading.

As a school, we hit 108% of our expected typical growth with 54% of our students achieving their typical growth levels. We do have 9 more students who need to finish their test, but overall 6th grade struggled to meet their goals. All grade levels except 6th grade surpassed their expected typical growth. Subgroup populations performed well in 5th and 7th grade but did not keep up with their peers in 6th and 8th grade.

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

As we enter the final stretch of the 2024–2025 school year, MORCS remains steadfast in its commitment to academic excellence, student well-being, and strong school culture. This board report highlights our recent efforts across key areas, including academics, school climate, and operations.

In April, our dedicated parents completed the final session of a multi-week English course designed to help them build their English language skills and confidence.. Our Pawsitive Puma Recognition program has continued to gain momentum, reinforcing a positive school climate by celebrating students who exemplify our core values.

Operationally, we have remained focused on attendance improvement strategies, working diligently to move closer to our daily attendance goals. In academics, we administered our final i-Ready diagnostic of the year. This report will highlight student academic achievement, particularly in terms of how many students met their typical growth goals in Reading and Math—an important indicator of progress and instructional impact.

The following report provides a detailed overview of our accomplishments as we aim to close the year with strength and celebration.

Academics

We are excited to share the latest i-Ready diagnostic results, which reflect the hard work and academic progress of our students this year. Our school community has much to be proud of, as students across various groups have shown meaningful growth in both Reading and Mathematics.

In Reading, 52% of students schoolwide met their typical growth goal, a strong indicator of continued academic momentum. We are especially proud of the progress made by our student subgroups:

- 49% of English Learners met their typical growth goal, showing steady improvement in literacy development.
- 53% of students with disabilities achieved their typical growth goal, reflecting targeted supports and interventions.
- 52% of Hispanic or Latino students met their growth targets, underscoring the effectiveness of culturally responsive instructional strategies.
- 54% of economically disadvantaged students met their growth goal, highlighting the impact of our equity-focused efforts.

In Mathematics, our students demonstrated equally promising results, with 52% of students schoolwide meeting their typical growth goal. Notable highlights include:

- 66% of English Learners met their growth goal, representing our highest-performing subgroup in Math and showing remarkable progress.
- 47% of students with disabilities met their typical growth goal, a testament to the dedicated support structures in place.
- 53% of Hispanic or Latino students met their goal, continuing a positive trend in math achievement.
- 52% of economically disadvantaged students met their growth targets, reflecting our ongoing commitment to closing opportunity gaps.

These results reflect the collective effort of our students, teachers, support staff, and families. We are proud of the academic achievement demonstrated by our English Learners, Students with Disabilities, Hispanic or Latino students, and Economically Disadvantaged students. This data not only affirms our commitment to educational equity but also inspires us to continue building on this momentum as we move forward.

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

Academic Data Report

The school is currently administering the NWEA benchmark assessment. Final results will be reported to the board at the June 9, 2025, YPICS Board Meeting.

Community Schools and Culture and Climate

Based on the Youth Truth Survey data below, Bert Corona Charter High School demonstrates a positive impact on its students, particularly in the areas of school belonging and teacher understanding, when compared to national and similar school averages.

School Belonging:

Students at Bert Corona Charter High School feel a strong sense of community. 76% of students reported feeling like part of their school's community in 2024. This is significantly higher than the national high school average of 40%, showing a difference of 36%. In comparison to other school types, Bert Corona also outperforms suburban schools (49%), high poverty schools (49%), small city schools (53%), and charter schools (64%).

Teacher Understanding:
A high percentage (67%) of students at Bert Corona Charter High School feel that their teachers make an effort to understand what their life is like outside of school. This is considerably higher than the national high school average (EdSource) of 22%, a difference of 45%. Bert Corona also shows a favorable comparison to suburban schools (41%), high poverty schools (58%), small city schools (52%), and other charter schools (66%).

"These statistics suggest that Bert Corona Charter High School is creating a more supportive and connected environment for its students compared to the trends highlighted in the article, which expresses concern about the lack of belonging and understanding experienced by many high school students in California.

F. Senior Director of School Community Partnerships Report

Continuous Improvement:

- Partnerships & Services:
  - During Jan & Feb, 2025 our schools focused on our current political climate and the impacts it would have on the communities we serve. Focusing on partnerships to support resources on immigration rights.
  - Coordinators of Community Schools continued to improve cross-collaboration with partners to increase resources for students and families.
- Improve Systems
  - Formalize Procedures for:
    - MTSS - Complete - Review of YPICS MTSS Procedures was collaboratively developed. Staff received and overview and training in Dec. 2024 and Jan 2025.
    - Partner MOU Process - Pending
    - Data Sharing Access with partners - In Progress: Draft was developed and is currently in review for updates.
- Data & Evaluation
  - Update Community Schools Implementation Plans - In Progress - should be updated by June
  - Update ELOP Implementation Plans - Will be updated in May
  - Support staff with utilizing Panorama - Continuous
  - Monthly output data collection and reporting

- During the YPICS Leadership Team meeting - on Dec. 16, 2024, the following topics included:
    - Learning and understanding the Plan Do Study Act (PDSA) cycle
    - A review of the Assets and Resource Mapping Process and key findings
    - A review of YouthTruth survey findings:
        - Overall Summary Across YPICS Schools
        - High Level Summary of Staff survey findings
        - Gallery Walk
        - Implemented the PDSA cycle

- Needs and Assets Assessment:
    - Assets and Resource Mapping facilitated with YPICS staff on Sep. 23, 2024.
        - Asset mapping is not just another list of resources, it provides information about the strengths and resources of a community and can help uncover solutions. Once community strengths and resources are inventoried and depicted in a map, you can more easily think about how to build on these assets to address community needs. Finally, asset mapping promotes community involvement, ownership, and empowerment.
        - Mapping the Community - Each team identified:
            - What assets and resources exist in the neighborhood?
            - What are the areas of need in the neighborhood?
            - How safe and walkable are the areas around our schools?
            - How can we work together to address areas of need?
        - What teams did that day:
            - Each school group went on a 1.5 - 2 hour tour/walk to observe the neighborhood and collect information. After the walk, they discussed what was seen and brainstormed ways to collaborate and address needs/gaps and bridge partnerships.

- Facilitated YouthTruth Survey (staff, students, families) - Survey window was 5 weeks, closed on Fri. 10/25/24. We heard from 1,529 individuals. 95% staff, 75% parents/guardians, 95% students.

G. Williams Quarter 3

As required by the CDE, the schools have completed the Williams Quarter 3 Report on instructional materials, facilities, and teacher assignments. There are no complaints to report for this quarter.
The Board was pleased to learn that there were no complaints to report for this quarter.

IV. Consent Agenda Items

A. Background

The Board considers all matters listed under the consent agenda routine and will approve/enact them in one motion in the form listed below. Unless specifically requested

by a Board member for further discussion or removal from the agenda, there will be no discussion of these items before the Board votes on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items

There were no items for the consent calendar on April 28, 2025.

V. Items Scheduled For Action

A. FY24-25 March YPICS Financials

C. Lopez made a motion to approve the March 2025 YPICS financials and check registers as submitted.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
M. Keipp	Aye
S. Mendoza	Absent
C. Lopez	Aye
W. Njboke	Aye
M. Green	Aye
D. Cho	Aye

B. Recommendation to Update the YPICS 24-25 Instructional Calendars and File J13 A

M. Green made a motion to Authorize changes to the SY24-25 instructional calendars to remain compliant with the minimum instructional minutes (all three schools have the minimal number of days; however, YPICS will need to add minutes to meet the minute requirements) and authorize filing J13A forms for school closure days due to the Los Angeles area wildfires.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
D. Cho	Aye
M. Green	Aye
M. Keipp	Aye
S. Mendoza	Absent
C. Lopez	Aye
W. Njboke	Aye

C. Recommendation to Update YPICS Fiscal Policy for ASB Accounts and Activities

M. Green made a motion to approve updating the YPICS Fiscal Policies and Procedures to include specific language regarding ASB accounts.
W. Njboke seconded the motion.

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

Roll Call	
W. Njboke	Aye
M. Keipp	Aye
S. Mendoza	Absent
C. Lopez	Aye
M. Green	Aye
D. Cho	Aye

The YPICS Executive Director and COO recommend adding the following language to the YPIC Fiscal Policy:

"**Local Funds and Fundraising**

- As a public school, YPICS can legally apply for and accept grants.
- The Associated Student Body (ASB) will adhere to YPICS' fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
- YPICS will follow sound fiscal management policies adopted by the Board as they pertain to fundraising income. All cash received is recorded.
- For each fundraising event or other event in which cash or checks will be collected, the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event."

VI. Closed Session

A. Education Code Section 35145 and Government Code Section 54950: Student Discipline

The Board of Trustees moved into Closed Session at 7:15 PM.

VII. Open Session

A. Action Taken in Closed Session

The Board of Trustees reconvened Open Session at 7:45 PM.

Board Chair, Mary Keipp reported the following action was taken in Closed Session: Approval of the stipulated suspended expulsion at Bert Corona Charter School.

Roll Call:
Mary Keipp - Aye
Cesar Lopez - Aye
Michael Green - Aye
Walter Njboke - Aye
Dean Cho - Aye

VIII. Announcements

A. Next Board Meeting

Upcoming Board Meetings

- Regular Meeting: May 19, 2025, LSC, 6:00 PM
- Fiscal Meeting: June 9, 2025 LSC 5:00 PM
  Regular Meeting June 9, 2025 LSC, 6:00 PM
- Final Regular of the year: June 30, 2025, LSC, 6:00 PM

YPICS Culminations and Graduation Dates:

- June 5th BCCHS
- June 6th BCCS
- June 6th MORCS

B. YPICS LAUSD Spring Oversight Visits

Board Chair Keipp acknowledged that all three schools' oversight visits have been completed. She also requested that the Executive Director provide the board with a full report when the CSD completes its reports.

IX. 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 7:47 PM.

Respectfully Submitted,
Y. Zubia