APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Monday December 8, 2025 at 6:00 PM

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

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/88475776829

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

Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006

Trustees Present
C. Lopez (remote), D. Cho, M. Green, M. Keipp

Trustees Absent
S. Mendoza, W. Njboke

Guests Present
F. Zepeda, I. Castillo, K. Myers, M. Garcia, R. Bradford, R. Duenas, V. Nutt, 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 Dec 8, 2025 at 6:15 PM.

C. Additions/Corrections to Agenda

M. Green made a motion to approve Vice Board Chair participating in the board meeting remotely for just cause.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

The agenda was reordered to present Section III Informational items after Section V Items Scheduled for Action.

D. Approval of November 10, 2025 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 11-10-25.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Keipp	Abstain
D. Cho	Aye

Roll Call

W. Njboke	Absent
S. Mendoza	Absent
M. Green	Aye
C. Lopez	Aye

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Consent Agenda Items

A. Background

B. Consent Items

There were no consent agenda items.

IV. Items Scheduled For Action

A. FY25-26 YPICS October Financials

D. Cho made a motion to approve the October 2025 YPICS financials and check registers as submitted.
M. Green seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. YPICS FY 25-26 1st Interim Reports

M. Green made a motion to approve the YPICS FY25-26 1st Interim Reports.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C.

Approve YPICS Board Certification of Compliance Review

M. Green made a motion to approve the YPICS Board Certification of Compliance Review.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. CCU Credit Card Changes: Close and Open Accounts

D. Cho made a motion to approve the proposed CCU credit card changes of closing out Isis Pena's card and reopening a card for Yolanda Fuentes with a $1,000 limit to remain in alignment with their new roles.
M. Green seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. FERPA, Legitimate Educational Interest, The Principle of Least Privilege, & Data Access Guidance

M. Green made a motion to approve the FERPA, Legitimate Educational Interest, The Principle of Least Privilege, & Data Access Guidance.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

F. Bert Corona Charter School Counseling Spaces/Facilities

M. Green made a motion to approve the installation of two counseling sheds at Bert Corona Charter School and award the $82,000 contract to Greenwork Solutions.
D. Cho seconded the motion.

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

Roll Call

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

V. Items Scheduled for Information

A. Board Committee Updates

B. YPICS Director of Special Education's Compliance Report

Comparison of November vs. December Data

The comparison and analysis of IEP and Service Compliance data between November and December reveal varying levels of improvement across the three schools. The detailed comparison table, including the change from November to December, is provided below:

Key Findings and Analysis The primary goal for compliance is to maximize the percentage of students in Tiers 1-2 (90%-100% Service Delivery) and minimize the number of Overdue IEPs and service delivery in Tiers 4-6 (0%-70% Service Delivery).

1. Overdue IEPs
● BCCHS showed significant improvement in this area, reducing its count of overdue IEPs from 2 to 0.
● BCCS and MORCS maintained an excellent record, holding at 0 overdue IEPs in both months.

2. Tiers 1-2 (High Service Delivery: 90%-100%). This is the most critical compliance tier.
● BCCS saw the strongest performance increase, with its Tier 1-2 percentage rising by a remarkable 11.0 percentage points (from 68.4% to 79.4%). This significant change indicates a successful movement of students from lower compliance tiers into the highest tier.
● MORCS showed no change in its Tier 1-2 percentage, but held steady at 58.2%.
● BCCHS showed a minimal increase of 0.4 percentage points (from 56.7% to 57.1%).

3. Tiers 4-6 (Low Service Delivery: 0%-70%) This tracks the lowest compliant service delivery to students, so a decrease is a positive trend.
● All schools successfully reduced the percentage of students in this lowest compliance tier, with MORCS and BCCS showing the largest drops:
○ MORCS decreased by 3.0 percentage points (from 7.5% to 4.5%).

○ BCCS decreased by 2.9 percentage points (from 6.3% to 3.4%).
○ BCCHS decreased slightly by 0.1 percentage point (from 9.3% to 9.2%)

4. Tier 3 (Moderate Service Delivery: 80%-89%) The change in this tier helps explain where students are moving to or from.
● BCCS successfully reduced its Tier 3 percentage by 7.6 percentage points (from 23.6% to 16.0%). This reduction, coupled with the 11.0 percentage-point gain in Tiers 1-2, suggests that BCCS moved a large number of students from Tier 3 directly into Tiers 1-2.
● MORCS increased its Tier 3 percentage by 3.0 percentage points (from 32.8% to 35.8%). This indicates that the students who left the lowest tier (Tiers 4-6) moved to the moderate Tier 3, without reaching the highest compliance Tier 1-2.

Read the full report for next steps and compliance improvement.

C. Bert Corona Charter School Executive Administrator's Report

Instruction & Performance Data
● We are currently administering our second diagnostic of the year in iReady. We are excited to see the growth our students have achieved already and we will share our results in during the January board meeting.
● On December 3rd, LAUSD will be at BCCS to conduct our District Validation Review (DVR). We are prepared and confident that we will receive a strong review, and I will update the board on our January report.
● Co-teaching continues to be a strong and effective practice. We are even getting our excelling students involved to support their peers!

Culture & Climate
November wasn’t quite as busy as October, but we still had a lot going on for our scholars!
● Volleyball playoffs
● Spirit Week (Anything But a Backpack, Twin Day,
● Hiking Club
● Tutoring with a twist (cooking and academics)

Operations
● Enrollment- our enrollment continues to hold at 347 students.
● We continue to push for 95% attendance

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

As we approach the midpoint of the school year, Monseñor Oscar Romero Charter School (MORCS) continues to focus on fostering academic growth, building school culture, and strengthening connections within our community. This report highlights

recent initiatives and events that showcase our commitment to supporting students, families, and staff while promoting engagement both inside and outside of the classroom.

From academic achievements measured through our iReady diagnostics to community-building traditions such as the Turkey Bowl and upcoming holiday celebration “How the Grinch Stole the Posada,” our school is dedicated to creating meaningful experiences that cultivate student growth and camaraderie. In addition, our ongoing community outreach efforts—including visits to local feeder schools—demonstrate our commitment to partnership, enrollment growth, and increasing awareness of the unique opportunities offered at MORCS.

Together, these initiatives reflect our holistic approach to education: one that values academic excellence, celebrates student achievements, strengthens school culture, and engages the wider Pico Union community. This report provides an overview of our recent accomplishments and ongoing efforts as we continue to work toward a successful and impactful school year.

Instruction As we enter the final weeks of the first semester, our team continues to remain deeply focused on academic progress and creating multiple pathways for student growth. This month marks an important checkpoint in that effort, as the second round of iReady diagnostic assessments began during the first week of December. As of December 3, 2025, nearly 90% of students have completed their Reading diagnostic, allowing us to begin analyzing early trends and celebrating areas of progress.

The initial results are encouraging. Schoolwide, 49% of students have already met their typical growth goal for the year, and 15% have reached their stretch growth goal—an ambitious benchmark that indicates accelerated learning. Notably, both 6th and 8th grade students have exceeded the 50% mark for typical growth: 52% of 6th graders and 59% of 8th graders have already achieved their typical growth targets. These outcomes reflect strong momentum across grade levels and suggest that the academic supports and instructional practices in place are effectively promoting measurable growth.

Students are scheduled to wrap up their iReady diagnostics in Math and Reading by December 5, 2025. An in-depth report for both content areas will be ready in January. While we recognize that more work lies ahead, these midyear indicators demonstrate that students are progressing at a healthy pace. Our team remains committed to pushing students further into the typical and stretch growth categories as we continue targeted interventions, small-group supports, and data-driven instruction throughout the remainder of the school year.

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

Academics

iReady 2nd Assessment Students completed their second i-Ready literacy and math assessments on December 2–3, 2025. Teachers will use the results to support instruction and will share information with students and families soon. Results will be shared at our subsequent board meetings.

California Assessment Conference

Executive Administrator Max Garcia and Ms. Edelhart just returned from an amazing three days at the California Assessment Conference in Riverside, California. The whole event revolved around the theme “Assessment in Action: Sharing Strategies to Support Student Learning,” and it was all about linking classroom teaching with assessment data and tools to create fundamental, hands-on strategies we can use right away at our school. We dove into sessions where schools and teams from across California shared their real stories of putting assessment resources to work in the classroom. Topics hit home for us, such as digging into CAASPP and ELPAC data, weaving assessments into everyday lessons, helping English learners, and using digital tools, such as “Tools for Teachers,” for quick formative checks. Everything we picked up felt practical and helpful for meeting our students' needs.

College & Career Financial Aid Night / FAFSA
Many of our students and their parents face everyday financial aid worries. They often feel confused and overwhelmed by complicated forms and unfamiliar terms. Language barriers make the process even tougher, as many parents are more comfortable in Spanish and find English materials intimidating. Some families also fear that sharing information might expose their immigration status, causing hesitation to apply. In addition, concerns about the high cost of college and the potential for debt weigh heavily. Overall, these concerns paint a picture of our families' efforts to navigate a complex system, doing their best to make college accessible and affordable while managing financial and personal fears. To address these concerns, our College Counselor presented the FAFSA application process to families and will schedule individual meetings with each family to ensure they are supported through the entire process. We aim to have all graduating seniors have aid for their post-secondary plans.

University of California’s Eligibility in the Local Context (ELC)
BCCHS participates in the University of California’s Eligibility in the Local Context (ELC) program, which recognizes high-achieving California high school students. ELC identifies qualified students who rank in the top 9 percent of their graduating class at each participating school. Our involvement in this program supports a college-going culture by guaranteeing eligible students a spot at least one UC campus. For the Class of 2026, nine students have met the ELC eligibility criteria.

School Culture and Climate

Attendance Recovery

Attendance Recovery at Bert Corona Charter High School is offered after school, Tuesday through Friday, through a partnership with Think Together, which provides supervised program space, materials, and verified attendance tracking. The program began on October 29 and allows students to recover one hour of instructional time for each day they attend. As of November 21, 14 sessions have been held, with 17 students participating at least once. Together, they have recovered approximately 68 hours of instructional time, plus an additional 5 hours earned during the most recent Tuesday session. Notably, 12 students have attended for three or more days, demonstrating growing consistency and engagement. This collaboration offers students a structured way to make up missed class time while helping the school strengthen attendance outcomes as participation continues to expand.

F. YPICS Chief Operations Officer's Report

Operations Enrollment
All three school sites are currently under-enrolled based on the 25-26 budget enrollment goals/minimums. Bert Corona enrolled 1 additional student. MORCS lost 2 students. BCCHS had no change.

Community Schools Children and Youth Behavioral Health Initiative (CYBHI)
As reported previously, CYBHI allows for schools (LEA's) to bill MediCal and other health insurance companies for specific services provided at schools. YPICS will be able to bill for services delivered to students without IEPS by our existing school counselors, social workers, and psychologists. We can also expand our services by hiring licensed clinical staff (LCSW, LMFT, or LCC) or partnering with an outside agency/provider to support students with Tier II/III needs. We are currently exploring relationships with two outside agencies. If we work with an outside agency, we can choose between the following options: 1. Embedded Providers - behavioral health staff are integrated with school sites or programs, operating as part of the school environment to deliver services directly to students. In this option, the agency would invoice the school for the staff. (Cost is approximately the same as hiring our own staff) 2. Community Affiliated Providers - Local community-based organizations partner with schools to deliver services, providing coordinated care that leverages existing community resources for student well-being. LEAs must be part of CYBHI billing for Community-Based Organizations to utilize this pathway. (YPICS will be able to do the billing next year.) 3. Statewide Affiliated Providers - Using this pathway, an agency can bring its expertise to provide Tier 2 and 3 interventions, and LEAs do not need to be part of CYBHI. The agency would bill DHCS for services provided. (This is currently the preferred option.)

G. YPICS Executive Director Report

Request for Audit Extension

IMPORTANT - IMMEDIATE ACTION NEEDED We (CLA) are writing to inform you of a recent development that may impact the timeline for issuing your annual audit. As of today, the Office of Management and Budget (OMB) has not released the final 2025 Compliance Supplement. Unfortunately, there is no indication of when it will be made available, and the ongoing government shutdown has only added to the uncertainty. This delay directly affects our ability to complete and submit your Single Audit, as we must first receive and review the supplement to properly audit the applicable federal programs. CLA has consulted with the State Controller's Office (SCO) regarding potential solutions. While one option considered was issuing a separate Single Audit report after the December 15 deadline, the SCO has confirmed that they will not accept split audit reports. Instead, they recommend that any charter school impacted by the delay request an extension. At the time of this report, we are awaiting LAUSD's response to ED King-Berg's request for an extension.

Prop 39 December Update
Charter Schools Projected ADA is accepted. On December 1, 2025, YPICSBERTHS received a letter informing us that the projected ADA for the 26-27 has been accepted as follows:179.50 ADA.

California Assessment Conference:
YPICS proudly sent the following ten dedicated educators (Ms. Preston, Ms. Harry, Ms. Edelhart, Ms. Guidry, Dr. Myers, Mr. Zepeda, Mr. Guzman, Mr. Rodriguez, and Ms. KingBerg) to the California Assessment Conference (CAC), held this year from November 12–14, 2025, at the Riverside Convention Center in Riverside, California. Under the theme Assessment in Action: Sharing Strategies to Support Student Learning, the team focused on bridging the gap between daily classroom instruction and effective performance on state assessments.

The training our team received is crucial because it provides actionable strategies for using assessment data to sharpen instructional practice, which directly supports improved student outcomes on the Smarter Balanced Assessment Consortium (SBAC). By attending, our educators deepened their assessment literacy, learning to interpret CAASPP data with greater precision to analyze specific student struggles in relation to SBAC claims and targets. This work ensures that classroom instruction is perfectly aligned with the rigorous academic standards measured by the SBAC, particularly in critical thinking, problem-solving, and analytical writing. The conference emphasizes that assessment is a continuous cycle of improvement, not just a year-end event. Our team was particularly excited to return with strategies centered on three key resources for the 2025-2026 school year:

1. Tools for Teachers: The team is eager to implement this powerful online resource, which provides vetted instructional materials and professional learning designed to embed the formative assessment cycle into our daily routines.

2. Focused Interim Assessment Blocks (FIABs): Educators gained valuable insight into utilizing FIABs—short, targeted assessments—to measure student progress on specific learning targets. Integrating these throughout the year is a crucial step to embed the language and rigor of the SBAC into routine practice, helping students become comfortable with the format long before the summative test.

3. Using CERS with CAASPP Data: Finally, our team learned how to leverage the CERS (Claim, Evidence, Reasoning) writing framework in conjunction with student data from the CAASPP Educator Reporting System (CERS). This strategy empowers teachers to use assessment results to provide targeted feedback on argumentative and analytical writing skills, which are essential for success on the SBAC.

The knowledge and resources brought back by our team will be instrumental in fostering a school-wide culture where assessment is an ongoing process of growth

VI. Announcements

A. Next Board Meeting

The next regular board meeting will be held on Monday, January 26, 2026.

VII. 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 7:19 PM.

Respectfully Submitted,
Y. Zubia