APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Monday February 2, 2026 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/89118246591

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, D. Cho, M. Green, M. Keipp

Trustees Absent
S. Mendoza

Guests Present
Alex Jacobson, Arjun Kushwaha, Expatiate, D. Rios (remote), F. Zepeda, I. Castillo, K. Gamez (remote), M. Garcia, 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 Feb 2, 2026 at 6:15 PM.

C. Additions/Corrections to Agenda

There were no additions or changes to the agenda.

D. Approval of December 8, 2025 Regular Board Meeting Minutes

This action item was tabled to the next regular board meeting.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

B. YPICS Director of Special Education's Compliance Report

Both BCCHS and MORCS improved their high-tier service delivery percentages, with BCCHS showing an exceptional increase. BCCS was the only school where high-tier compliance decreased slightly. The total overdue IEPs across the three schools increased from 0 to 1. This IEP was rescheduled for February 2, 2026.

BCCHS is currently the top performer in service delivery (90% at Tiers 1-2), while MORCS still has the highest proportion of students in the

mid-compliance tier (Tiers 3) at approximately 33%.

BCCS experienced a decline in compliance metrics. High-tier service delivery (Tiers 1-2) dropped from 79.4% to 73.7% (-5.7%). The number of students in the 80–89% service delivery bracket increased from 16.0% to 21.0%.

MORCS showed modest, steady improvement with a high-tier service delivery (Tiers 1-2) increased from 58.2% to 62.1% (+3.9%). The percentage of students receiving less than 70% of services (Tiers 4-6) remained stable at 4.5%.

C. Bert Corona Charter School Executive Administrator's Report

BCCS has their iReady assessment in December. Some highlights from the assessment were:

- 7 students reclassified this year!
- 104% reading typical growth (exceeded end of year goals)
- 51% on track for 100% by the end of the year. Specific goals and actions have been set with all teachers.
- 7th grade hit 142% typical growth in reading.

Culture and Climate continue to improve at BCCS. Some highlights for culture and climate were:

- The SCC team had a huge decrease in ODRs. The fall semester had a 51% *decrease* in ODRs when comparing 24-25 and 25-26 fall data.
- As of current, the staff have awarded 248,093 scholar dollars to students! They are reducing undesired behaviors and recognizing significantly more scholars for their amazing work and behavior at school.

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

MORCS i-Ready diagnostic data from December showed 49% of students have met their typical growth goal in Reading, while 39% have met their typical growth goal in Math. In addition, 15% of students have already reached their stretch growth goal in Reading, and 13% have reached their stretch growth goal in Math. Overall, the trajectory is encouraging as we work toward our school-wide goal of having more than 50% of students meet their typical growth goals in both Reading and Math by the end of the school year.

All grade levels have continued to actively engage in our Pawsitive Puma Recognition (PPR) efforts, reinforcing a school culture that celebrates positive behavior, effort, and character. To date, a total of 369 PPRs have been submitted. Students who achieved

perfect attendance were recognized with a certificate acknowledging their accomplishment and were treated to an ice cream bar as a celebratory incentive. Currently, the school's average daily attendance rate stands at 92%, with a schoolwide goal of reaching 95%.

The School Culture and Climate department also took time to recognize staff members who have submitted the highest number of PPRs. These staff members were celebrated with small tokens of appreciation, including gift cards, planners, and certificates, as a way to honor their dedication to fostering a positive and supportive school environment.

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

Academics iReady 2nd Assessment Students completed their second i-Ready reading and math assessments on December 2–3, 2025. The purpose was to measure midyear progress, identify growth since the first diagnostic, and adjust instruction in reading and math.

i-Ready Reading: Fall to Winter Progress

● Overall Growth: Students performing at or above grade level increased from 6% to 7%.
● Grade-Level Success: Grade 10 saw significant progress, reducing the percentage of students three or more grade levels behind from 75% to 61%.
● Opportunity: 8% of students are currently one grade level below proficiency; targeted support focuses on helping this group achieve grade-level mastery.

i-Ready Math: Fall to Winter Progress

● Overall Growth: Proficiency rose from 3% to 5%, with 12 fewer students in the lowest performing tier (Three or More Grade Levels Below).
● Grade-Level Success: Grades 9 and 10 reached 7% and 9% proficiency, respectively. Grade 11 showed strong movement into the "One Grade Level Below" category.
● Opportunity: 3% of students are within one grade level of proficiency. Intensified support in algebra and number operations aims to bridge this final gap by the end of the year.

WASC
Walk Through Pre-WASC Visit Summary: Meeting with Lee Fleming, Head of School, Samueli Academy (serving as WASC Chair for April visit). On January 22, 2026, Ms. Fleming visited our campus for the pre-WASC meeting in preparation for the upcoming accreditation visit in April. The discussion focused on readiness, stakeholder participation, and key focus areas for presentation.

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 3 additional students. MORCS lost 1 student. BCCHS had no change.

YPICS Volunteer Policy
YPICS staff reviewed and updated the YPICS Volunteer Policy for review and approval by the Board at this meeting. Currently, each school has one new community member/parent who wants to volunteer.

Community Schools Children and Youth Behavioral Health Initiative (CYBHI)
YPICS is utilizing a $300,000 state grant to plan the implementation of CYBHI. Use of funds can be changed quarterly based on organizational planning needs. As we continue to refine and build our program implementation model, staff will adjust the budget accordingly. See the full report for the chart, which outlines how the budget has been allocated and adjusted over time to meet needs.

G. YPICS Executive Director Report

Ms. King-Berg Highlighted two areas from her fulll Board Report Special Education and UCLA Partnership with a visit from Board Member Gonez.

Special Education Self-Study

YPICS is working to strengthen how we organize and align major state and federal initiatives, so they operate as a coherent system rather than as separate, isolated efforts. These initiatives include MTSS, literacy, mental health supports, learning acceleration, Community Schools, Expanded Learning Opportunities, and Special Education System Improvement. California has made significant investments across these areas, and YPICS wants to ensure we are maximizing both the impact of these resources and the long-term sustainability of services for students. This Self-Study or program audit will allow us to see where we are and how to better use funds by connecting the broader systems work to our Special Education program, with a focus on building clarity, coherence, and stronger outcomes for high-need students. Self-Study results will provide us with an implementation plan that will better support our programs.

Celebrating Innovation: Our Partnership with UCLA Math Labs

We are thrilled to celebrate a powerful day of professional growth and collaboration at Bert Corona Charter High School! On Monday, January 26, 2026, we hosted a UCLA Math Lab, a cornerstone of our partnership with the UCLA Mathematics Project (UCLAMP). A Deep Dive into Teacher Learning Unlike traditional workshops, the UCLA

Math Lab is a "classroom-embedded" experience. It moves beyond theory and into the heart of the classroom. Our educators engaged in a rigorous cycle of:
• Collaborative Planning: Co-designing lessons based on research.
• Public Teaching: Observing live instruction to document real-time student thinking.
• Reflective Debriefing: Analyzing student work to immediately refine our teaching strategies.

By focusing on Cognitively Guided Instruction (CGI), our teachers are learning to identify each student's unique mathematical logic, ensuring we build on their strengths rather than just correcting their errors. Honored Guests and Collaborative Spirits

Thank You, Special Guest: Kely Gonez, LAUSD Board Member, District 6, Joins our Learning LAB!

We were especially honored to have LAUSD Board of Directors member Kelly Gonez join us to witness this intentionality firsthand. Your presence validates the hard work of our teachers and reinforces our shared mission: we will not rest until every student is growing and thriving. We also want to extend a warm "Thank You" to our guests from Northern California who traveled to join the lab. De-privatizing our practice and opening our doors to fellow educators creates a community of practice that benefits students far beyond our own walls.

H. Form 700

Los Angeles County Board of Supervisors Statement of Interest - Form 700. A statement of Economic Interest (Form 700) is a state form on which state and local government officials publicly disclose their personal assets and income that may be materially affected by their official acts. Agency employees, including some public officials designated in a conflict-of-interest code, are required to disclose certain financial interests according to the disclosure categories assigned to their positions in their agency's conflict-of-interest code. Certain public officials, including those who manage public investments, are required to disclose all financial interests. These officials make full economic disclosure in accordance with state law rather than with their agency's conflict-of-interest code.

Board Chair Reminded Board Members to reach out to Ms. Gachuzzo if they needed help to complete their annual obligation timely.

I. LCAP Mid-Year Update

The Mid-Year Update for all three YPICS was presented to the Board today.

The **Local Control and Accountability Plan (LCAP)** is a three-year strategic plan that California school districts (LEAs) use to set goals and decide how to spend funds to

improve student outcomes. The **Mid-Year Update** is a formal report presented to the local school board on or before **February 28** each year.

It focuses on three core areas:
Implementation Progress: Are the planned actions (like hiring new tutors or launching a mental health program) actually happening?
Expenditure Data: How much of the budgeted money has been spent so far?
Available Outcome Data: What do the early numbers say? (e.g., mid-year test scores, attendance rates, or suspension data)

The mid-year update serves as a "pulse check" for the school year. Its importance can be boiled down to three main reasons:

1. Transparency and Trust
In the past, the public often didn't see how money was being spent until the school year was almost over. This update provides "real-time" transparency, allowing parents, teachers, and community members to see if the district is following through on its promises while there is still time to make an impact.

2. Strategic Course Correction
If a specific program isn't working or isn't being implemented as planned, the mid-year update highlights that gap. District leaders can use this data to pivot—reallocating funds or changing strategies for the second half of the year rather than waiting for a post-mortem in the summer.

3. Focus on Equity
A major goal of the LCAP is supporting "unduplicated" students (English learners, foster youth, and low-income students). The mid-year update ensures that the extra "supplemental and concentration" funds meant for these groups are actually reaching them and making a difference in their mid-year performance metrics.

J. Regional Placement Center Program: Partnership with Expatiate

YPICS is considering transitioning to a Regional Placement Center model, which represents a strategic shift from fragmented, high-cost external placements toward a sustainable, collaborative ecosystem. By partnering with an ESA or EPA, our schools can pool financial resources to build a centralized hub of expertise that no single school or district could afford on its own. This model is being. considered because it allows us to retain greater fiscal control and instructional oversight, ensuring that our students with the most complex needs receive high-quality, specialized interventions closer to their home communities. We are trying to move this subgroup academically. However, we often do not receive timely information from our contractors to make informed, data-driven decisions. Ultimately, we are considering this partnership to transform an unpredictable

"tuition-based" expense into a stable, value-driven investment that prioritizes both student outcomes and long-term budgetary health.

K. Facilities: 26-27 Prop 39 Preliminary Offer for Bert Corona Charter High School

The LAUSD Prop 39 preliminary offer is essentially a "draft" of where the district intends to place the charter school for the upcoming school year. It typically includes:
Location: The specific school site(s) where space is being offered (often leading to a "co-location," where a district school and a charter school share the same campus).
Space Allocation: The number of classrooms and a description of "specialized" and "non-teaching" spaces (like gyms, cafeterias, or libraries) that the charter will be allowed to use.
Draft Facilities Use Agreement (FUA): A legal contract outlining the terms, conditions, and costs (fees) for using the space.
Reasonably Equivalent Analysis: A comparison showing how the offered space is similar to what students in traditional district schools receive.

It is called preliminary because it kicks off a mandatory negotiation period.
The Deadline: By law, LAUSD must issue these preliminary offers by **February 1** each year.

Charter Response: After receiving the offer, the charter school has until **March 1** to review it and submit written concerns (e.g., if they believe the site is too far away or the number of rooms is insufficient).
Final Offer: LAUSD then reviews these concerns and must issue a **Final Offer** by **April 1**.

IV. Consent Agenda Items

A. Background

B. Consent Items- YPICS SARC Reports and ASES GANS

C. Lopez made a motion to approve the consent agenda items.
M. Green seconded the motion.
The board **VOTED** to approve the motion.

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

V. Items Scheduled For Action

A. FY25-26 YPICS December Financials

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

Roll Call

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

B. YPICS FY24-25 Audit

M. Green made a motion to receive and file the FY24-25 YPICS Audit.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approve the YPICS Volunteer Policy

M. Green made a motion to approve the YPICS Volunteer Policy.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VI. Announcements

A. Next Board Meeting

The next board meeting will be held on Monday, March 2, 2026 at Monseñor Oscar Romero Charter School.

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 7:46 PM.

Respectfully Submitted,
Y. Zubia