



F.A.M.E., Inc.

Board Meeting

Date and Time

Saturday April 13, 2019 at 10:00 AM CDT

Location

428 Broadway Street New Orleans, LA 70118

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

Call meeting to order.

B. Record Attendance and Guests

C. Approve Minutes

Approve minutes for FAME Board Meeting on March 16, 2019

II. Action Items

A. Pupil Progression Plan 2019-2020

Recommendation to retain the Pupil Progression Plan approved by the FAME Board on 1-20-2018 for the 2019-2020 school year.

B. Resolution for Alcohol Exemption (Fais Do Do-Audubon Gentilly)

Vote to approve a resolution which would allow alcohol to be served on the Gentilly Terrace campus during the Fais Do Do event on Saturday, May 18, 2019.

III. Finance Committee

Finance

A. Draft Budget Presentation

Presentation of Draft Operating Budget for the 2019-2020 School Year. The budget hearing and vote on adoption of the final budget will be held at the May meeting. A copy of the budget will be available in the main office of each campus 10 days prior to the budget hearing.

IV. CEO's Report

A. Update on Facilities Preservation Fund

Provide information to board on Facilities Preservation Fund provided by Orleans Parish School Board

B. Academic Update

C. Operations Updates

D. Development Updates

E. Friends of Audubon Updates

F. Strategic Planning Update

V. Closing Items

A. Announcements

Next FAME Board Meeting: May 18, 2019 10 am
2019-2020 Budget Hearing: May 18, 2019 9 am

Reminder: Tier 3 Financial Disclosures and Annual Ethics training certificates for board members are due May 15, 2019

B. Adjourn Meeting

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for FAME Board Meeting on March 16, 2019

APPROVED



F.A.M.E., Inc.

Minutes

FAME Board Meeting

Date and Time

Saturday March 16, 2019 at 10:00 AM

Location

428 Broadway Street New Orleans, LA 70118

Directors Present

C. Lebas, C. Tregre, D. Bardell, J. Jalice, L. Moran, R. Fernandez, R. Kirschman, T. Lasher

Directors Absent

B. Connick, D. Held, D. Omojola, M. Russell

Ex Officio Members Present

L. Brown

Non Voting Members Present

L. Brown

Guests Present

D. LaViscount, J. Anderson, J. Chandar, L. Spearman

I. Opening Items**A. Call the Meeting to Order**

J. Jalice called a meeting of the board of directors of F.A.M.E., Inc. to order on Saturday Mar 16, 2019 at 10:08 AM.

B. Record Attendance and Guests

A quorum was present.

C. Approve Minutes

R. Kirschman made a motion to approve minutes from the FAME Board Meeting on 02-16-19 FAME Board Meeting on 02-16-19.

C. Tregre seconded the motion.

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

II. Signatory Resolution

A. Signatory Resolution (Merrill Lynch)

R. Kirschman made a motion to approve the signatory resolution appointing Latoye A. Brown, CEO as the Authorized Representative for all transactions involving Merrill Lynch Investments under the oversight of the FAME Board Chairperson and Chairperson of the Finance Committee.

C. Tregre seconded the motion.

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

Roll Call

R. Kirschman	Aye
D. Held	Absent
L. Moran	Aye
R. Fernandez	Aye
M. Russell	Absent
D. Bardell	Aye
C. Tregre	Aye
J. Jalice	Aye
D. Omojola	Absent
B. Connick	Absent
C. Lebas	Aye
T. Lasher	Aye

III. Closing Items

A. Announcements

B. Adjourn Meeting

R. Fernandez made a motion to adjourn the meeting.

C. Lebas seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:48 AM.

Respectfully Submitted,
L. Brown

Coversheet

Pupil Progression Plan 2019-2020

Section:	II. Action Items
Item:	A. Pupil Progression Plan 2019-2020
Purpose:	Vote
Submitted by:	
Related Material:	2019-2020_Pupil_Progression_Plan__Audubon_Schools_(2).docx

Audubon Schools

2019-2020 Pupil Progression Plan

Local Education Agency:
Audubon Charter School (WAZ001),
Audubon Charter School Gentilly (EWBT001)



**French and Montessori Education, Incorporated
Board of Directors**

Javier Jalice, Esq.
Chairperson

Dorcas Omojola
Secretary

Thomas Lasher
French Parent Rep.

Vincent Sciamia
French Counsel General, Ex-Officio

Claire Lebas
Member

Rachel Kirschman
Member

Melissa Russell
Member

Brendan Connick, Esq.
Vice Chairperson

Calvin Tregre
Treasurer

Daniel Held
Montessori Parent Rep.

Derek Bardell
Member

Ramona Fernandez, Esq.
Member

Dorcas Omojola
Member

Lourdes Moran
Member

Latoye A. Brown
Chief Executive Officer

Pupil Progression Plan Committee

The Pupil Progression Plan was developed during the 2017-2018 school year in accordance to the guidance provided by the Louisiana Department of Education(LDOE). The plan was edited and reviewed for adoption by a group of educators and parents, utilizing the template and relevant guidance from the LDOE as a reference.

Members of the Committee included:

Latoye A. Brown	Chief Executive Officer
Adrienne Collopy	Principal, Audubon Upper School
Melissa Forcier	Principal, Audubon Lower School
David LaViscount	Principal, Audubon Gentilly
Catherine Bricelj	Former Principal, Audubon Lower School
Ann Francois	French School Director, Audubon Charter
Monique Butler	Montessori Director, Audubon Charter
Roxane Coron	Instructional Strategist, Audubon Upper School
Tracy Stafford	Instructional Strategist, Audubon Upper School
Rachel Cole	Instructional Strategist, Audubon Upper School
Daniel Held	Parent, Audubon Lower School
Thomas Lasher	Parent, Audubon Lower School

Audubon Schools has elected to retain the locally approved Pupil Progression Plan for use in the 2019-2020 school year.

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Audubon Charter School French School Program ONLY

Students entering the French School Program in Grade 1 who are not coming from an accredited AEFE school must pass a French Language proficiency exam for admittance to the French School Program in Grades 1 and above.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Audubon Charter School French School ONLY

Students entering the French School Program in Grade 1 or above who are not coming from an accredited AEFE school must pass a French Language proficiency exam for admittance to the French School Program in Grades 1 and above.

Audubon Charter School Montessori & French School ONLY

Students entering the school in grades 3 or above who are not coming from an accredited AEFE school must meet the admissions matrix for placement in the Montessori or French school programs.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Kindergarten-3rd grades

Students must master 80% of report card standards in Reading, English Language Arts, Math and French Language Arts (French School only) to be promoted to the next grade. Students who do not meet the standards for promotion must have an Individualized Remediation Plan developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Team which will include the regular education teacher, parent, and all school level personnel familiar with the student.

5th-7th grades

Students must obtain a grade of "D" or better in Reading (5th grade only), English Language Arts, Math, Science, Social Studies and French Language Arts (French School only) to be promoted to the next grade. Students who fail one of the promotional subjects may be promoted by successfully attending a summer remediation program which has been pre-approved by Audubon. An Individualized Remediation Plan will be developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Team which will include the regular education teacher, parent, and all school level personnel familiar with the student.

All Students

Students who fail to meet promotional standards after being retained during a previous school year in a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the SAT team.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

4th Grade

Students must obtain a grade of “D” or better in Reading, English Language Arts, Math, Science, Social Studies and French Language Arts (French School only) and score at the “Basic” level or above in at least two core academic areas on the LEAP Assessment to be promoted to the next grade. Students who fail one of the promotional subjects or fail to score at the “Basic” level or above in at least two areas on the LEAP assessment may be promoted by successfully attending a summer remediation program which has been pre-approved by Audubon. An Individualized Remediation Plan will be developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Team which will include the regular education teacher, parent, and all school level personnel familiar with the student.

V. Promotion and support of students in grade 8 and high school considerations

a. Promotion of students in grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring, following the completion of summer remediation, may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

8th Grade

Students must obtain a grade of “D” or better in Reading, English Language Arts, Math, Science, Social Studies and French Language Arts (French School only) and score at the “Basic” level or above in English Language Arts or Math and “Approaching Basic” in all other areas on the LEAP Assessment to be promoted to the next grade. Students who fail one of the promotional subjects or fail to score at the “Basic” level or above in ELA or Math and “Approaching Basic” in all other areas on the LEAP assessment may be promoted by successfully attending a summer remediation program which has been pre-approved by Audubon. An Individualized Remediation Plan will be developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Committee which will include the regular education teacher, parent, and all school level personnel familiar with the student.

All Students

Students who fail to meet promotional standards after being retained during a previous school year in a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the SAT team.

b. High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or

3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

N/A

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local

requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Students with Disabilities

Students must meet the promotional standards enumerated above. The IEP team will convene and shall determine promotion or retention for students with disabilities who fail to meet local promotional standards.

English Language Learners (See Appendix 1.)

Students must meet the promotional standards enumerated above. The SAT team will convene and shall determine promotion or retention for English Language learners who fail to meet local promotional standards.

All Students

Students who fail to meet promotional standards after being retained during a previous school year in a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the SAT team.

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

N/A

IX. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Regular Education Students

-Parents who wish to appeal student placement for regular education must submit the request in writing to the CEO. The CEO will respond within 3 business days acknowledging receipt of the request and will assemble a Due Process Team consisting of Senior Instructional Leadership to review all student data and other pertinent information. The team will then meet with the SAT team to ask clarifying questions or seek additional information before rendering a final decision. The decision of the Due Process Team is final and binding. The results will be placed in the student's cumulative folder.

Students with Disabilities with an Individualized Education Plan & Students with Accommodations/Section 504 Plans

Parents who wish to appeal student grade placement must submit the request in writing to the CEO. The CEO will respond within 3 business days acknowledging receipt of the request and will assemble a Due Process Team consisting of Senior Instructional Leadership and **led by an impartial third party from Orleans Parish School Board** to review all student data and other pertinent information. The team will then meet with the SAT team to ask clarifying questions or seek additional information before rendering a decision. The decision of the Due Process Team is final and binding. The results will be placed in the student's cumulative folder.

X. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Grading

Grades PK-3

Grades PK through 3 are non-graded. Standards are detailed per subject and aligned throughout the different cycles in all programs. Student performance indicators show different levels of mastery for each standard, which are recorded for each standard on trimesterly report cards.

Grades 4-8

Grades 4-8 shall be graded according to the BESE Uniform Grading Scale (Bulletin 741 §2302).

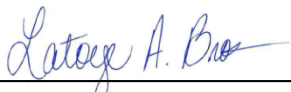
Grading Scale

Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) **Audubon Charter School, Audubon Charter School Gentilly** 2019-2020 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **April 13, 2019**



Superintendent/CEO

Board Officer

Appendix 1: English Language Learners

Audubon Schools will provide services for English Language Learners (ELL) in accordance with federal state and local laws (Title IV of the Civil Rights Act of 1964, Equal Educational Act of 1974). The purpose of this program is to provide ELL students with the resources and supports necessary to access the curriculum. Audubon Schools will implement the following measures to identify, evaluate and provide services for ELL students.

Identification

At registration, all new families are asked to complete a Home Language Survey. The survey is available in English, Spanish and Vietnamese. The results of the survey are used to generate an initial list of students who may be eligible to receive ELL services. Students whose families indicated a native language or home language other than English will be flagged to be screened for ELL services. The ESL teacher will also collect faculty/staff recommendations regarding students that may qualify for ELL services. The ESL teacher will then reach out to all families with students flagged to be screened for ELL services to verify that the native or home language is indeed something other than English.

Evaluation

Once the ESL teacher has confirmed all identified students' native or home language status, an English proficiency screener will be administered by the ESL teacher. Students will be screened for English proficiency in speaking, reading, writing and listening. The results of the screener, along with Universal screening data collected at the beginning of the year, will be shared with families.

Students who qualify for ESL services will begin receiving support services both within and outside of the classroom as needed. The ESL teacher will meet with the regular education teachers and parents to develop LEP accommodation plans to address student needs. At a minimum, the plans will include information regarding the level of support necessary for the student, the frequency and type of service delivery, and accommodations/modifications that are necessary for the student to be successful. The ESL teacher will also ensure that both teachers and parents are made aware of the rights of the student and parents in regards to their ELL status.

Implementation

Once consent has been given for the delivery of ESL services and a plan has been created to address the needs of the student, the ESL teacher will begin tiered pull out instruction and differentiated push-in support to ELL students. The amount of services received will depend on the needs of individual students in accordance with federal, state and local guidelines. Additionally, regular education teachers will provide modifications and accommodations with the assistance of the ESL teacher to meet the needs of ELL students in the regular classroom.

The ESL teacher will administer proficiency benchmark assessments to students at the mid-year and end of the year marks to measure student growth towards proficiency and also to update student instructional needs as they change. Once a student meets proficiency standards according to Bulletin 118, the student will be exited from primary ELL services and will receive in-class support from the ESL teacher.

Coversheet

Resolution for Alcohol Exemption (Fais Do Do-Audubon Gentilly)

Section:	II. Action Items
Item:	B. Resolution for Alcohol Exemption (Fais Do Do-Audubon Gentilly)
Purpose:	Vote
Submitted by:	
Related Material:	Alcohol Exemption Request.pdf




Alcohol Service Request Form

Submittal Process	Person Responsible
Complete form shown below and email to Director of Facilities Maintenance. Form must be submitted at least 10 business days in advance of use.	Individual requesting use of facilities
Provide a copy of the appropriate state and/or local alcohol permit with this request form.	Individual requesting use of facilities
Submit to Superintendent for approval.	Director of Facilities Maintenance
Approve alcohol service request.	Superintendent
Notify individual requesting to serve alcohol concerning approval.	Director of Facilities Maintenance

The service of alcohol at any school activity is contingent on meeting the conditions of the OPSB **EXCEPTION FOR ALCOHOL SERVICE** policy (see page 2). In order to determine compliance with this policy, please provide the following information:

What type of event is being held? For example, student/youth-focused event (school athletic event, school play, talent show, etc.) or adult-focused event (fundraising gala, etc.)	Fundraising Event/Festival: Fais Do-Do 2019				
Type of alcoholic beverages to be served (check each appropriate box)	Beer	<input checked="" type="checkbox"/>	Wine	<input type="checkbox"/>	Alcohol other than beer or wine <input type="checkbox"/>
What hours will alcohol be served?	11:30am -3:30pm				
Who will serve the alcohol?	Volunteers				
Will drink tickets be sold? (check the appropriate box)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
If so, how many drink tickets will be available to each guest?	Food and beverage tickets will not be limited.				
Will food/snacks and non-alcoholic beverages be available? (check the appropriate box)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will minors be present at the event? (check the appropriate box)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	

	CEO, Audubon Schools	4/9/19
Signature of Authorized Representative	Title	Date
		4/9/19
Signature of Superintendent		Date



Alcohol Service Request Form

EXCEPTION FOR ALCOHOL SERVICE (Reference: OPSB Board Policy KF)

Alcohol may be served only upon prior approval of the Superintendent, in the case of a network school, or prior approval of the charter school board, in the case of a charter school. Alcohol service shall be limited to no more than four (4) activities per school site, per school year. Any request to serve alcohol or to allow the service of alcohol at a school activity or school-sanctioned fundraiser shall be submitted by the school principal in writing to the Superintendent, in the case of a network school, or submitted by the chief executive officer to the charter school board, in the case of a charter school. The Superintendent shall establish a form for this purpose which shall be attached to the *Application for Facility Use* where applicable.

The Superintendent or charter school board shall not authorize the service of alcohol at any activity unless the following conditions are met by the user:

1. No alcoholic beverages may be served at student/youth-focused events, such as school athletic events, school plays, or talent shows.
2. The service of alcohol shall be restricted to beer and wine only, with the exception of fundraising galas.
3. Food and/or snacks and non-alcoholic beverages shall be made available throughout the event where alcohol is to be served. Alcohol shall not be served to anyone who appears to be intoxicated.
4. When alcohol other than beer or wine may be made available, the alcohol shall only be served by certified, professional servers who have been properly trained and licensed.
5. Alcohol shall only be served by, purchased by, and served to adults twenty-one (21) years of age and older. Servers shall request proof of age prior to serving anyone.
6. Individual guests shall be prohibited from bringing alcohol to the event for personal consumption.
7. If an event exceeds four (4) hours in duration, service of alcoholic beverages shall cease one-half hour before the end of the event.
8. Guests shall not be permitted to carry open containers of alcohol off the premises.
9. The appropriate state and/or local alcohol permit shall be obtained prior to the event, and said permit shall be publicly displayed during the event.
10. At all events where alcohol is served, the following shall be posted:
 - a. A copy of the applicable alcohol permit;
 - b. Signs that warn of the danger of alcohol to pregnant women and their unborn children;
 - c. Notice of current legal drinking age and the requirement to produce valid identification when served; and,
 - d. Signs prohibiting alcohol from being brought on or taken off school grounds.

Any group wishing to serve alcohol at an Orleans Parish School Board charter school for a Non-School-Sanctioned Activity shall be required to obtain the consent of the Superintendent, after obtaining the consent of the CEO of the charter school and the charter school board.

Coversheet

Update on Facilities Preservation Fund

Section:	IV. CEO's Report
Item:	A. Update on Facilities Preservation Fund
Purpose:	FYI
Submitted by:	
Related Material:	HB324.pdf SB132.pdf HB393.pdf

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ORIGINAL

2019 Regular Session

HOUSE BILL NO. 324

BY REPRESENTATIVE LEGER

SCHOOLS/DISTRICTS: Establishes a systemwide needs program for the Orleans Parish school system

1 AN ACT

2 To amend and reenact R.S. 17:3995(A)(1)(b)(iii) and to enact R.S. 17:100.12, relative to the
3 Orleans Parish school district; to establish a systemwide needs program for the
4 school district; to provide relative to program purpose, funding, and operation; and
5 to provide for related matters.

6 Notice of intention to introduce this Act has been published
7 as provided by Article III, Section 13 of the Constitution of
8 Louisiana.

9 Be it enacted by the Legislature of Louisiana:

10 Section 1. R.S. 17:3995(A)(1)(b)(iii) is hereby amended and reenacted and R.S.
11 17:100.12 is hereby enacted to read as follows:

12 §100.12. Systemwide needs program

13 A.(1) There is hereby established for the Orleans Parish school district a
14 systemwide needs program. The program shall be funded, structured, and operated
15 as provided in this Section and policies adopted by the school board.

16 (2) The purpose of the program is to direct initiatives that will result in
17 districtwide improvements in areas that cannot be addressed efficiently or effectively
18 at the school level. Such initiatives may include teacher recruitment, teacher
19 preparation, professional development shared among schools, and non-recurring
20 costs related to improving instructional materials and the use of such materials.

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1 B. The school district shall create a special fund for the purpose of
 2 dedicating money to the program. The district shall annually deposit into the fund
 3 one hundred twenty dollars per student in the district less the district's expenditures
 4 that year for costs identified in RS 17:1990(C)(2)(a)(iii)(aa)(I) through (IV).
 5 Expenditures may be made from the fund by the district superintendent only to
 6 implement a plan for improvement in one or more particular areas of focus as
 7 provided in this Section.

8 C. The superintendent shall:

9 (1) Develop and propose plans for improvement in particular areas of focus.
 10 The superintendent shall develop such plans in collaboration with school leaders in
 11 the school district as more specifically provided by school board policy.

12 (2) Include related performance objectives and a proposed level of funding
 13 in any plan for improvement in an area of focus.

14 (3) Submit such plans to the school board for approval. The superintendent
 15 shall demonstrate, to the satisfaction of the school board, that an area of focus will
 16 impact at least fifty percent of the public school students or fifty percent of the public
 17 schools over the course of the funding cycle for the area of focus.

18 (4) Consider how the expenditures from the fund could be coordinated with
 19 other funds in order to increase the effectiveness of the program.

20 (5) Annually report to the school board on the performance objectives and
 21 the expenditure of funds for the program.

22 D. The school board may approve a plan and appropriate expenditures from
 23 the fund therefor. An approved area of focus shall be funded for a period of not less
 24 than three years based on cost estimates developed by the superintendent.

25 E.(1) The superintendent shall implement an approved plan by awarding
 26 funds through a competitive process. Funds may be awarded to:

27 (a) A school for the purpose of procuring materials or services from district-
 28 approved organizations or vendors.

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1 (b) An organization or vendor that either provides services directly to
 2 schools, educators, or students or coordinates support by providing subgrants to
 3 schools or contracting with organizations to provide goods or services to schools,
 4 educators, or students, or any combination thereof.

5 (2) An applicant for funds shall demonstrate how the proposed good or
 6 service will contribute to the achievement of the goals and objectives of the approved
 7 plan.

8 (3) An applicant for funds shall demonstrate that at least twenty-five percent
 9 of the funds it will expend to achieve its proposal are from sources other than this
 10 program.

11 (4) Funding applications shall be approved according to school board policy.
 12 No expenditure shall be made from the fund except as provided in this Subsection.
 13 No expenditure of funds shall be made in excess of the amount approved by the
 14 school board for a particular area of focus.

15 * * *

16 §3995. Charter school funding

17 A.(1) For the purpose of funding, a Type 1, Type 3, Type 3B not acting as
 18 its own local education agency, and Type 4 charter school shall be considered an
 19 approved public school of the local school board entering into the charter agreement.
 20 Type 2 charter schools and a Type 3B charter school acting as its own local
 21 education agency shall receive a per pupil amount each year authorized by the state
 22 board each year as provided in the approved minimum foundation program formula.
 23 The per pupil amount provided to a Type 1, 2, 3, 3B, or 4 charter school shall be
 24 computed annually and shall be equal to the per pupil amount provided through the
 25 minimum foundation program formula, determined by the allocation weights in the
 26 formula based upon student characteristics or needs, received by the school district
 27 in which the student resides from the following sources based on the district's
 28 membership count used in the minimum foundation program formula:

29 * * *

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(b)

* * *

(iii) For the purposes of this Subparagraph, local revenues of the Orleans Parish School Board also shall exclude the ~~amounts set forth in R.S. 17:1990(C)(2)(a)(iii) until such provisions relative to the specified amounts expire~~ amount deposited into the fund created by R.S. 17:100.12(B).

* * *

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 324 Original

2019 Regular Session

Leger

Abstract: Establishes a systemwide needs program for the Orleans Parish school system.

Proposed law establishes a systemwide needs program for the Orleans Parish school district to direct initiatives that will result in districtwide improvements in areas that cannot be addressed efficiently or effectively at the school level.

Requires the school district to create a special fund to dedicate money to the program. Provides for the annual deposit into the fund of \$120 per student in the district less the district's expenditures that year for costs identified in present law (relative to certain legacy expenses). Limits expenditures from the fund by the district superintendent only to implement a plan for improvement in one or more particular areas of focus. Requires the district superintendent to submit such plans to the school board for approval.

Provides that funds to implement plans approved by the school board shall be awarded, through a competitive process, to schools to procure materials or services from district-approved organizations or vendors and to organizations or vendors that either provide services directly to schools, educators, or students or coordinate support by providing subgrants to schools or contracting with organizations to provide goods or services to schools, educators, or students, or any combination thereof.

Provides that funding applications shall be approved according to school board policy. Prohibits expenditures from the fund except as provided in proposed law. Prohibits expenditures from the fund in excess of the amount approved by the school board for a particular area of focus.

(Amends R.S. 17:3995(A)(1)(b)(iii); Adds R.S. 17:100.12)

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ORIGINAL

2019 Regular Session

SENATE BILL NO. 132

BY SENATOR CARTER

SCHOOLS. Establishes a systemwide needs program for the Orleans Parish school system.
(8/1/19)

1 AN ACT

2 To amend and reenact R.S. 17:3995(A)(1)(b)(iii) and to enact R.S. 17:100.12, relative to the
3 Orleans Parish school district; to establish a systemwide needs program for the
4 school district; to provide relative to program purpose, funding, and operation; and
5 to provide for related matters.

6 Notice of intention to introduce this Act has been published.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:3995(A)(1)(b)(iii) is hereby amended and reenacted and R.S.
9 17:100.12 is hereby enacted to read as follows:

10 **§100.12. Systemwide needs program**

11 **A.(1) There is hereby established for the Orleans Parish school district**
12 **a systemwide needs program. The program shall be funded, structured, and**
13 **operated as provided in this Section and policies adopted by the school board.**

14 **(2) The purpose of the program is to direct initiatives that will result in**
15 **districtwide improvements in areas that cannot be addressed efficiently or**
16 **effectively at the school level. Such initiatives may include teacher recruitment,**
17 **teacher preparation, professional development shared among schools, and**

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nonrecurring costs related to improving instructional materials and the use of such materials.

B. The school district shall create a special fund for the purpose of dedicating money to the program. The district shall annually deposit into the fund one hundred twenty dollars per student in the district less the district's expenditures that year for costs identified in R.S. 17:1990(C)(2)(a)(iii)(aa)(I) through (IV). Expenditures may be made from the fund by the district superintendent only to implement a plan for improvement in one or more particular areas of focus as provided in this Section.

C. The superintendent shall:

(1) Develop and propose plans for improvement in particular areas of focus. The superintendent shall develop such plans in collaboration with school leaders in the school district as more specifically provided by school board policy.

(2) Include related performance objectives and a proposed level of funding in any plan for improvement in an area of focus.

(3) Submit such plans to the school board for approval. The superintendent shall demonstrate, to the satisfaction of the school board, that an area of focus will impact at least fifty percent of the public school students or fifty percent of the public schools over the course of the funding cycle for the area of focus.

(4) Consider how the expenditures from the fund could be coordinated with other funds in order to increase the effectiveness of the program.

(5) Annually report to the school board on the performance objectives and the expenditure of funds for the program.

D. The school board may approve a plan and appropriate expenditures from the fund therefor. An approved area of focus shall be funded for a period of not less than three years based on cost estimates developed by the superintendent.

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E.(1) The superintendent shall implement an approved plan by awarding funds through a competitive process. Funds may be awarded to:

(a) A school for the purpose of procuring materials or services from district-approved organizations or vendors.

(b) An organization or vendor that either provides services directly to schools, educators, or students or coordinates support by providing subgrants to schools or contracting with organizations to provide goods or services to schools, educators, or students, or any combination thereof.

(2) An applicant for funds shall demonstrate how the proposed good or service will contribute to the achievement of the goals and objectives of the approved plan.

(3) An applicant for funds shall demonstrate that at least twenty-five percent of the funds it will expend to achieve its proposal are from sources other than this program.

(4) Funding applications shall be approved according to school board policy. No expenditure shall be made from the fund except as provided in this Subsection. No expenditure of funds shall be made in excess of the amount approved by the school board for a particular area of focus.

* * *

§3995. Charter school funding

A.(1) For the purpose of funding, a Type 1, Type 3, Type 3B not acting as its own local education agency, and Type 4 charter school shall be considered an approved public school of the local school board entering into the charter agreement. Type 2 charter schools and a Type 3B charter school acting as its own local education agency shall receive a per pupil amount each year authorized by the state board each year as provided in the approved minimum foundation program formula. The per pupil amount provided to a Type 1, 2, 3, 3B, or 4 charter school shall be computed annually and shall be equal to the per pupil amount provided through the minimum foundation program formula, determined by the allocation weights in the

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formula based upon student characteristics or needs, received by the school district in which the student resides from the following sources based on the district's membership count used in the minimum foundation program formula:

* * *

(b)

* * *

(iii) For the purposes of this Subparagraph, local revenues of the Orleans Parish School Board also shall exclude the ~~amounts set forth in R.S. 17:1990(C)(2)(a)(iii) until such provisions relative to the specified amounts expire~~ **amount deposited into the fund created by R.S. 17:100.12(B).**

* * *

The original instrument and the following digest, which constitutes no part of the legislative instrument, were prepared by Cheryl Serrett.

DIGEST

SB 132 Original 2019 Regular Session Carter

Proposed law establishes a systemwide needs program for the Orleans Parish school district to direct initiatives that will result in districtwide improvements in areas that cannot be addressed efficiently or effectively at the school level.

Requires the school district to create a special fund to dedicate money to the program. Provides for the annual deposit into the fund of \$120 per student in the district less the district's expenditures that year for costs identified in present law (relative to certain legacy expenses). Limits expenditures from the fund by the district superintendent only to implement a plan for improvement in one or more particular areas of focus. Requires the district superintendent to submit such plans to the school board for approval.

Provides that funds to implement plans approved by the school board shall be awarded, through a competitive process, to schools to procure materials or services from district-approved organizations or vendors and to organizations or vendors that either provide services directly to schools, educators, or students or coordinate support by providing subgrants to schools or contracting with organizations to provide goods or services to schools, educators, or students, or any combination thereof.

Provides that funding applications shall be approved according to school board policy. Prohibits expenditures from the fund except as provided in proposed law. Prohibits expenditures from the fund in excess of the amount approved by the school board for a particular area of focus.

Effective August 1, 2019.

(Amends R.S. 17:3995(A)(1)(b)(iii); adds R.S. 17:100.12)

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ORIGINAL

2019 Regular Session

HOUSE BILL NO. 393

BY REPRESENTATIVE LEGER

Prefiled pursuant to Article III, Section 2(A)(4)(b)(i) of the Constitution of Louisiana.

SCHOOLS/FINANCE: Provides relative to the school facilities preservation and systemwide needs programs in certain school districts

1 AN ACT

2 To amend and reenact R.S. 17:100.11 and to enact R.S. 17:100.12, relative to school
 3 facilities and needs in certain school districts; to provide relative to funds dedicated
 4 to providing, preserving, and improving school facilities; to provide for the
 5 systemwide needs program and for the purposes, funding, and operation of such
 6 program; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:100.11 is hereby amended and reenacted and R.S. 17:100.12 is
 9 hereby enacted to read as follows:

10 §100.11. School facilities preservation; certain districts

11 A.(1) There is hereby established for each school district as defined in
 12 Subsection H of this Section a school facilities preservation program. The program
 13 shall be funded, structured, and operated as provided in this Section and policies
 14 adopted by the school board in accordance with this Section.

15 (2) Proceeds of the following taxes, hereafter referred to in this Section as
 16 "facility funds", shall be used to fund the school facilities preservation program:

17 (a) The proceeds of local sales taxes at a rate ~~equivalent to the rate being~~
 18 ~~used as of July 1, 2014, by the school board to pay school facility debt of thirteen-~~
 19 hundredths percent. However, from these proceeds the school board shall continue
 20 to make payments for school facility debt that existed on July 1, 2014, until the debt

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1 is fully paid. Upon payment of such debt, all of the proceeds of the local sales tax
 2 dedicated by this Subparagraph shall be used for purposes of this Section.

3 (b) The proceeds from property taxes dedicated to capital outlay and
 4 authorized by voters after July 1, 2014, to support the purposes of this Section.

5 (3) The proceeds of property taxes dedicated by voters for payment of bonds
 6 held by the school board and in existence as of July 1, 2014, shall not be considered
 7 and not otherwise administered as facility funds under the provisions of this Section.
 8 Additionally, the school board shall not refinance bonds that are outstanding on
 9 July 1, 2014, nor shall it take any action that would delay the retirement of such
 10 bonds. It is the intention of this Paragraph that such bonds be paid in full no later
 11 than the dates specified by the payment schedule in existence on July 1, 2014.

12 B. Each year, the ~~school board shall transfer to the Recovery School District~~
 13 ~~a proportion of facility funds equal to the proportion of students attending school on~~
 14 ~~campuses that are in the school district and that are controlled by the Recovery~~
 15 ~~School District to the total number of students attending school on campuses that are~~
 16 ~~in the school district and that are controlled by either the school board or the~~
 17 ~~Recovery School District, based on the February first total student enrollment counts.~~
 18 The amounts, by source, of facility funds, revolving loan fund funds, and capital
 19 improvement fund funds ~~the amount retained by the school board, the amount~~
 20 ~~transferred to the Recovery School District, and the per campus student counts used~~
 21 ~~in calculations pursuant to this Subsection shall be included as a schedule to the~~
 22 ~~annual financial statements of the school board, audited by its certified public~~
 23 ~~accountant, and submitted to the state Department of Education, all in a manner~~
 24 ~~substantially similar to that provided in R.S. 17:1990(C)(2)(a)(iii)(dd).~~

25 C.(1) The operator of each school in the school district shall maintain a
 26 school facility repair and replacement account for each campus; such accounts are
 27 referred to in this Section as "school facility accounts".

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(2) Beginning with the year following the retirement of all bonds referenced in Paragraph (A)(3) of this Section, the school board shall annually deposit into each school facility account amounts as follows:

(a) Eight hundred dollars per student for a school that is in a facility that was constructed prior to September 1, 2005, and that has not received a renovation exceeding half the value of the facility's replacement cost since that date.

(b) Five hundred dollars per student for a school that does not meet the criteria established in Subparagraph (a) of this Paragraph.

(3) Except as provided in Paragraph (7) of this Subsection, the school facility accounts shall be segregated, and funds therein shall not be commingled with other school funds. Funds in such an account shall be used only for the benefit of the campus for which it was established. The school board shall adopt investment policies governing school facility accounts. The provisions of R.S. 33:2955 and R.S. 49:321 are applicable to such accounts. Investment and interest earnings generated on funds in a school facility account shall be credited to the account and shall not be transferred to another account or used for purposes other than those allowable for funds in the school facility account. A school facility account shall be audited annually in accordance with monitoring policies developed by the school board, which shall include verification that the proper amounts were deposited into the school facility account and invested and used according to law and policy.

(4) The funds in the school facility account may be used only for the costs of capital repairs, improvements, and replacement, including debt service and other financing costs associated therewith. All expenditures shall be in accordance with law and policies developed by the school board. The school board shall develop policies defining an emergency and the protocol a school must follow in expending funds in the school facility account for emergency repairs. Expenditures for planned capital repairs, improvements, and replacements and finance costs associated with such expenditures shall be approved in advance by the charter school's board if the school is a charter school and the school board. Expenditures for planned capital

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1 repairs and replacements shall reflect the appropriate priorities as reflected in the
 2 school's long-term capital plan developed pursuant to Paragraph (5) of this
 3 Subsection.

4 (5) The school board and each school shall develop, for each campus, a long-
 5 term capital plan that meets minimum requirements established by the school board.
 6 Such plans shall include but need not be limited to identifying key building
 7 components and when they will likely need to be repaired or replaced and the
 8 estimated cost of doing so.

9 (6) A school shall comply with all applicable school board policies regarding
 10 projects funded through its school facility account including but not limited to
 11 disadvantaged business enterprises policies.

12 (7) A charter operator may make a loan to a school facility account. The
 13 loan shall be made only from excess fund balances or other funds not designated for
 14 instructional purposes from the school holding the school facility account or another
 15 school under the same operator. All such loans shall be interest-free. If the school
 16 tenant of a campus with an outstanding loan to the school facility account changes,
 17 the new school tenant must pay back the loan under the same terms as the prior
 18 tenant. If a school is lending money to the school facility account, the loan can be
 19 repaid with funds from the school facility account, just as if the school had borrowed
 20 money from the revolving loan fund, as provided for in Subsection F of this Section.

21 (8) If a school does not follow the legal and policy requirements for the
 22 school facility account, the school board may suspend or terminate a school's
 23 authority to use and control the funds in the school facility account. Prior to any
 24 such action, the school board shall give formal notice to the school and provide an
 25 opportunity for it to remedy the deficiency, all in accordance with policies governing
 26 such procedures.

27 (9) Funds in a school facility account are the property of the school board.
 28 A school facility account is campus-specific and remains with the campus should the

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1 school tenant of the campus change or should the school tenant no longer occupy the
2 campus.

3 ~~C.(1)~~ D.(1) The school board ~~and the Recovery School District~~ shall each
4 create a facilities office. From annual facility funds ~~each receives~~, it shall use ~~fifteen~~
5 twenty dollars per pupil attending school at a campus it controls in the school district
6 or whatever lesser amount is available after payments pursuant to Subsection C of
7 this Section to fund the facilities office. The school board ~~and the Recovery School~~
8 ~~District~~ may adjust this per pupil amount on an annual basis by the lesser of the most
9 recent annual increase in the Consumer Price Index published by the United States
10 Department of Labor or in the minimum foundation program funds.

11 (2) To the extent that facility funds are available pursuant to Paragraph (1)
12 of this Subsection, the facilities office shall perform the following functions:

13 (a) Inspect and monitor facilities to ensure that they are being maintained
14 and that each campus is in compliance with maintenance and inspection
15 requirements. If a school is not properly maintaining its campus as required in the
16 lease agreement, the ~~remedies available to the school board or Recovery School~~
17 ~~District as applicable are to~~ may suspend or terminate use of the school facility
18 account funds as provided in Paragraph ~~(F)(10)~~ (C)(8) of this Section or to perform
19 necessary maintenance, repair, or replacement work and charge the school the costs
20 of such work plus a service fee. Prior to performing any such work, the school board
21 ~~or Recovery School District~~ shall give formal notice to the school and provide an
22 opportunity for it to remedy the deficiency, all in accordance with policies governing
23 such procedures.

24 (b) Manage building leases, handle emergency repairs, ~~and~~ administer the
25 revolving ~~facility~~ loan fund, the capital improvement fund, and school facility repair
26 and replacement accounts, all as provided for by this Section, and assist schools in
27 the development of capital improvement plans as provided for in Paragraph (C)(5)
28 of this Section.

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1 (3) The facilities office may provide additional facility services to charter
2 schools, including emergency and capital repairs or replacements, procurement
3 services, and technical assistance, and charge fees for such services pursuant to a
4 written agreement with the school.

5 ~~D. E.(1)~~ Until all bonds referenced in Paragraph (A)(3) of this Section are
6 retired, the school board and the Recovery School District shall use facility funds
7 remaining after the allocation provided for in Subsection E D of this Section for
8 emergency repairs and replacements in accordance with policies each it adopts for
9 such purpose and for providing assistance to schools in the development of their
10 capital plans as provided for in Paragraph (C)(5) of this Section.

11 (2) In the school year following the retirement of such bonds, except as
12 provided in Paragraph (3) of this Subsection, the school board ~~and the Recovery~~
13 ~~School District~~ shall transfer ~~unused funds received pursuant to this Subsection~~
14 remaining facility funds to its respective the revolving loan fund, as is provided for
15 in Subsection E F of this Section, and to the capital improvement fund as is provided
16 for in Subsection G of this Section, according to the following allocation schedule:

17 (a) If the revolving loan fund is funded at less than fifty million dollars, all
18 such funds shall be deposited into the revolving loan fund.

19 (b) If the revolving loan fund is funded at fifty million dollars or more but
20 less than seventy-five million dollars, half of such funds shall be deposited to the
21 revolving loan fund and half to the capital improvement fund.

22 (c) If the revolving loan fund is funded at seventy-five million dollars or
23 more, twenty-five percent of such funds shall be deposited to the revolving loan fund
24 and seventy-five percent to the capital improvement fund.

25 ~~(3) If the school board has borrowed money to make emergency repairs, all~~
26 ~~such funds shall be used to repay any outstanding debt incurred for such purpose.~~

27 ~~E.(1)~~ F.(1) The school board ~~and the Recovery School District~~ shall each
28 establish a revolving loan fund and make loans from the fund to schools that are in
29 campuses ~~controlled by each respectively~~ it controls and that are in the school district

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1 to finance emergency or planned capital repairs and replacements, all in accordance
2 with this Subsection.

3 ~~(2) Beginning with the year following the retirement of bonds referenced in~~
4 ~~Paragraph (A)(3) of this Section and continuing for twenty years, the school board~~
5 ~~and the Recovery School District shall annually deposit facility funds available, after~~
6 ~~funds are allocated to the facilities office as provided in Subsection C of this Section~~
7 ~~and in the amount established by this Paragraph or whatever lesser amount is~~
8 ~~available, into its respective revolving loan fund. The annual amount to be deposited~~
9 ~~by the school board or the Recovery School District shall be the sum of all per~~
10 ~~campus contributions. A per campus contribution shall be one hundred fifty dollars~~
11 ~~per student attending school at that campus or seventeen percent of the per-campus~~
12 ~~share of facility funds, whichever is greater, if the school is in a facility that was~~
13 ~~constructed prior to September 1, 2005, and that has not received a renovation~~
14 ~~exceeding half the value of the facility's replacement cost since that date, or three~~
15 ~~hundred dollars per student attending school at that campus or thirty-five percent of~~
16 ~~the per-campus share of facility funds, whichever is greater, for all other schools.~~
17 ~~The "replacement cost" of a facility that was constructed prior to September 1, 2005,~~
18 ~~means the replacement cost of the facility as of July 1, 2014.~~

19 ~~(3)~~ The school board ~~and the Recovery School District~~ shall each establish
20 policies governing the following: eligible repairs and replacements, how schools are
21 to handle emergency repairs, approval of loan applications, maintenance of a
22 minimum balance in the loan fund, priorities for granting loans, and any other aspect
23 of administering the loan fund and loans made from it.

24 ~~(4)~~ (3) A school shall be eligible for a loan only if the balance in its school
25 facility account is below seventy-five thousand dollars. However, if a school will
26 use funds from the school facility account to fund a portion of a repair or
27 replacement project, it may receive a loan for that project if its budgeted
28 expenditures for the project will result in a balance in its school facility account
29 below seventy-five thousand dollars.

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1 ~~(5)~~ (4) A loan application from a charter school shall be approved by the
 2 charter school's board prior to submission to the school board ~~or the Recovery~~
 3 ~~School District, whichever entity controls the campus,~~ for approval.

4 ~~(6)~~ (5) Loans shall be interest-free; however, the school board ~~and the~~
 5 ~~Recovery School District~~ may charge a loan origination fee not exceeding five
 6 percent of the value of the loan or thirty thousand dollars per loan, whichever is less.

7 ~~(7)~~ (6) Schools shall repay loans in accordance with the terms of the loan
 8 agreement from funds to be deposited to its school facility account, as provided for
 9 in Subsection F C of this Section.

10 ~~(8)~~ (7) No school may use proceeds of a loan for operating expenses,
 11 maintenance, or insurance costs.

12 ~~(9)~~ (8) If a school vacates a campus for which a loan is outstanding and
 13 another school becomes the tenant in that campus, the new school shall assume the
 14 debt.

15 ~~F.(1) The operator of each school in the school district shall establish and~~
 16 ~~maintain a school facility repair and replacement account for each campus; such~~
 17 ~~accounts are referred to in this Section as "school facility accounts".~~

18 ~~(2) Beginning with the year following the retirement of all bonds referenced~~
 19 ~~in Paragraph (A)(3) of this Section, the school board and the Recovery School~~
 20 ~~District shall annually deposit into each school facility account the per-campus share~~
 21 ~~of facility funds less any portion of such funds deposited, in accordance with~~
 22 ~~Subsection E of this Section, into the revolving loan fund.~~

23 ~~(3) Except as provided in Paragraph (9) of this Subsection, the school facility~~
 24 ~~accounts shall be segregated, and funds therein shall not be commingled with other~~
 25 ~~school funds. Funds in such an account shall be used only for the benefit of the~~
 26 ~~campus for which it was established. The school board and Recovery School District~~
 27 ~~shall each adopt investment policies governing school facility accounts. The~~
 28 ~~provisions of R.S. 33:2955 and R.S. 49:321 are applicable to such accounts.~~
 29 ~~Investment and interest earnings generated on funds in a school facility account shall~~

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1 be credited to the account and shall not be transferred to another account or used for
 2 purposes other than those allowable for funds in the school facility account. A
 3 school facility account shall be audited annually in accordance with monitoring
 4 policies developed by the school board and the Recovery School District, which shall
 5 include verification that the proper amounts were deposited into the school facility
 6 account and invested and used according to law and policy.

7 (4) The funds in the school facility account may be used only for emergency
 8 or planned capital repairs and replacements as outlined in law and in policies
 9 developed by the school board and the Recovery School District.

10 (5) Each school shall develop, for each campus, a long-term capital plan that
 11 meets minimum requirements established by the school board or Recovery School
 12 District as applicable. Such plans shall include but need not be limited to identifying
 13 key building components and when they will likely need to be repaired or replaced
 14 and the estimated cost of doing so.

15 (6) Nonemergency expenditures from the school facility account shall be
 16 approved in advance by the charter school's board if the school is a charter school,
 17 and the school board or Recovery School District, as applicable, and shall reflect the
 18 appropriate priorities as reflected in the school's long-term capital plan developed
 19 pursuant to Paragraph (5) of this Subsection.

20 (7) The school board and the Recovery School District shall each develop
 21 policies defining an emergency and the protocol a school must follow in expending
 22 funds in the school facility account for emergency repairs.

23 (8) A school shall comply with all applicable school board or Recovery
 24 School District policies regarding projects funded through its school facility account
 25 including but not limited to disadvantaged business enterprises policies.

26 (9) A charter operator may make a loan to a school facility account. The
 27 loan shall be made only from excess fund balances or other funds not designated for
 28 instructional purposes from the school holding the school facility account or another
 29 school under the same operator. All such loans shall be interest-free. If the school

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1 ~~tenant of a campus with an outstanding loan to the school facility account changes,~~
 2 ~~the new school tenant must pay back the loan under the same terms as the prior~~
 3 ~~tenant. If a school is lending money to the school facility account, the loan can be~~
 4 ~~repaid with funds from the school facility account, just as if the school had borrowed~~
 5 ~~money from the revolving loan fund, as provided for in Subsection E of this Section.~~

6 ~~(10) If a school does not follow the legal and policy requirements for the~~
 7 ~~school facility account, the remedy available to the school board or Recovery School~~
 8 ~~District as applicable is to suspend or terminate a school's authority to use and~~
 9 ~~control the funds in the school facility account. Prior to any such action, the school~~
 10 ~~board or Recovery School District shall give formal notice to the school and provide~~
 11 ~~an opportunity for it to remedy the deficiency, all in accordance with policies~~
 12 ~~governing such procedures.~~

13 ~~(11) Funds in a school facility account are the property of the school board~~
 14 ~~or the Recovery School District, whichever entity controls the campus. A school~~
 15 ~~facility account is campus-specific and remains with the campus should the school~~
 16 ~~tenant of the campus change or should the school tenant no longer occupy the~~
 17 ~~campus.~~

18 G.(1) The school board shall establish a capital improvement fund and make
 19 grants from the fund to schools that are in campuses that it controls and that are in
 20 the school district to finance preservation, improvements, capital repairs,
 21 construction, and replacement of facilities that were constructed prior to
 22 September 1, 2005, and that have not received a renovation exceeding half the value
 23 of the facility's replacement cost since that date, all in accordance with this
 24 Subsection.

25 (2) The school board shall adopt policies and procedures governing the
 26 expenditure of money in the capital improvement fund, including policies setting
 27 criteria for determining when grants are made from the fund. The superintendent
 28 shall administer the fund in accordance with such policies and make annual reports
 29 to the school board on fund activity.

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1 (3) The school board shall establish policies defining the maximum grant for
2 a single project.

3 H.(1) The ~~Neither the school board nor the Recovery School District~~ shall
4 not charge rent or any other fee to a charter school in the school district for the
5 occupancy, use, or repair of a campus it controls other than as authorized by this
6 Section. ~~The Recovery School District or the school board~~ may, however, require
7 a charter school to pay for maintenance, insurance, utilities, and other costs related
8 to the operation and upkeep of a campus, as outlined in the lease agreement for
9 occupancy of the campus. Except as provided in this Paragraph, this Section does
10 not authorize a school board ~~or the Recovery School District~~ to require a charter
11 school to expend funds on emergency or planned capital repairs or replacements in
12 excess of funds available for such purposes pursuant to this Section.

13 (2) The school board ~~and the Recovery School District~~ shall annually prepare
14 and issue a public report that includes all of the following: the amount of funds in
15 its ~~respective~~ the revolving facility loan fund and all loans made therefrom, the
16 amount of funds in the capital improvement fund and all grants made therefrom, the
17 amount of facility funds distributed to each campus ~~by the Recovery School District~~
18 ~~or the school board~~, the amount allocated to fund the ~~respective~~ facility office of
19 each, and the cost and type of each emergency repair made by the facilities office if
20 applicable. ~~The Recovery School District shall submit its report to the State Board~~
21 ~~of Elementary and Secondary Education.~~

22 (3) This Section shall not be construed as a limitation on any authority or
23 responsibility of a school board to seek or to expend funds on facility repairs,
24 replacements, and improvements as otherwise provided by law including but not
25 limited to the provisions of R.S. 17:59, 17:81, and 17:98.

26 H: I. For purposes of this Section, the following terms shall have the
27 meaning ascribed:

28 (1) "Campus" means a school building owned by the school board and
29 controlled by ~~either the school board or the Recovery School District~~ and all

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1 facilities otherwise part of the school, recognized as part of the facilities, and
 2 typically available to the school, its students, faculty, and staff. A single campus
 3 may include more than one neighboring school building. Generally, a single campus
 4 includes all facilities sharing a single legal address. In some cases, more than one
 5 school may occupy a single campus, and in other cases, a single school may occupy
 6 more than one campus.

7 ~~(2) "Per campus share of facility funds" means an amount calculated~~
 8 ~~annually by dividing the annual amount of facility funds of the school board or~~
 9 ~~Recovery School District, less amounts allocated to the respective facilities office,~~
 10 ~~by the total number of students attending school on campuses controlled by the~~
 11 ~~school board or the Recovery School District as applicable multiplied by the number~~
 12 ~~of students attending school at the particular campus as of the most recent February~~
 13 ~~first total student enrollment counts.~~

14 ~~(3)~~ "School" means any public school with a unique site code assigned by
 15 the department.

16 ~~(4)~~ (3) "School board" means the elected school board that governs schools
 17 in a school district.

18 ~~(5)~~ (4) "School district" means all schools within the geographic jurisdiction
 19 of a local school board within which schools have been transferred to the Recovery
 20 School District pursuant to R.S. 17:10.7.

21 ~~I.(1) Prior to July 1, 2017, the provisions of this Section shall be~~
 22 ~~implemented in accordance with a plan or agreement between the school board and~~
 23 ~~the Recovery School District.~~

24 ~~(2) Beginning on July 1, 2017, the provisions of this Section shall be~~
 25 ~~implemented in accordance with the plan approved pursuant to R.S. 17:10.7.1.~~

26 §100.12. Systemwide needs program

27 A.(1) There is hereby established for each school district as defined in R.S.
 28 17:100.11(I) a systemwide needs program. The program shall be funded, structured,
 29 and operated as provided in this Section and policies adopted by the school board.

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1 (2) The purpose of the program is to direct initiatives that will result in
 2 districtwide improvements in areas that cannot be addressed efficiently or effectively
 3 at the school level. Such initiatives may include teacher recruitment, teacher
 4 preparation, professional development shared among schools, and non-recurring
 5 costs related to improving instructional materials and the use of such materials.

6 B. The school district shall create a special fund for the purpose of
 7 dedicating money to the program. The district shall annually deposit into the fund
 8 one hundred twenty dollars per student in the district less the district's expenditures
 9 that year for costs identified in RS 17:1990(C)(2)(a)(iii)(aa)(I) through (IV).
 10 Expenditures may be made from the fund by the district superintendent only to
 11 implement a plan for improvement in one or more particular areas of focus as
 12 provided in this Section.

13 C. The superintendent shall:

14 (1) Develop and propose plans for improvement in particular areas of focus.
 15 The superintendent shall develop such plans in collaboration with school leaders in
 16 the school district as more specifically provided by school board policy.

17 (2) Include related performance objectives and a proposed level of funding
 18 in any plan for improvement in an area of focus.

19 (3) Submit such plans to the school board for approval. The superintendent
 20 shall demonstrate, to the satisfaction of the school board, that an area of focus will
 21 impact at least fifty percent of the public school students or fifty percent of the public
 22 schools over the course of the funding cycle for the area of focus.

23 (4) Consider how the expenditures from the fund could be coordinated with
 24 other funds in order to increase the effectiveness of the program.

25 (5) Annually report to the school board on the performance objectives and
 26 the expenditure of funds for the program.

27 D. The school board may approve a plan and appropriate expenditures from
 28 the fund therefor. An approved area of focus shall be funded for a period of not less
 29 than three years based on cost estimates developed by the superintendent.

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1 E.(1) The superintendent shall implement an approved plan by awarding
2 funds through a competitive process. Funds may be awarded to:

3 (a) A school for the purpose of procuring materials or services from district-
4 approved organizations or vendors.

5 (b) An organization or vendor that either provides services directly to
6 schools, educators, or students or coordinates support by providing subgrants to
7 schools or contracting with organizations to provide goods or services to schools,
8 educators, or students, or any combination thereof.

9 (2) An applicant for funds shall demonstrate how the proposed good or
10 service will contribute to the achievement of the goals and objectives of the approved
11 plan.

12 (3) An applicant for funds shall demonstrate that at least twenty-five percent
13 of the funds it will expend to achieve its proposal are from sources other than this
14 program.

15 (4) Funding applications shall be approved according to school board policy.
16 No expenditure shall be made from the fund except as provided in this Subsection.
17 No expenditure of funds shall be made in excess of the amount approved by the
18 school board for a particular area of focus.

19 Section 2. Nothing in R.S. 17:100.11 as amended by this Act shall be construed to
20 mitigate the applicability of R.S. 17:3995(A)(1)(c).

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 393 Original

2019 Regular Session

Leger

Abstract: Provides relative to the school facilities preservation and the systemwide needs programs in certain public school districts.

Present law establishes a school facilities preservation program in school districts in which failing schools were transferred to the jurisdiction of the Recovery School District (RSD) in accordance with a specified provision of present law. Proposed law retains present law.

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Present law provides that the provisions for the school facilities preservation program apply to both the applicable school board and to the RSD. Proposed law removes references to the RSD from present law.

Present law provides for dedication of certain local tax revenues to the purposes of the program; those tax revenues are referred to in this digest as "facility funds" and are the proceeds of:

- (1) Sales taxes at a rate equivalent to the rate being used as of July 1, 2014, by the school board to pay school facility debt.
- (2) Property taxes dedicated to capital outlay and authorized by voters after July 1, 2014, to support the purposes of present law.

Proposed law changes the amount of sales tax dedicated to the program to .13%. Requires continued use of a portion of such funds to pay school facility debt, in the same amounts being paid on July 1, 2014, until such debt is retired. Otherwise retains present law.

Present law prohibits the school board from refinancing or delaying repayment of bonds that are outstanding on July 1, 2014. Proposed law retains present law.

Facilities Office

Present law requires the school board to create a facilities office. Dedicates \$15 per pupil to funding the office. Proposed law changes the per pupil amount to \$20.

Present law provides that to the extent such funds are available, the facilities office shall:

- (1) Inspect and monitor facilities to ensure that they are being maintained and that each campus is in compliance with maintenance and inspection requirements. Provides remedies available if a school is not properly maintained.
- (2) Manage building leases, handle emergency repairs, and administer the revolving facility loan fund and school facility repair and replacement accounts.

Proposed law further requires the office to manage the capital improvement funds created by proposed law (described below) and to assist schools in the development of capital plans which are required by proposed law.

Present law authorizes a facilities office to provide additional facilities services to charter schools, including emergency and capital repairs or replacements, procurement services, and technical assistance, and to charge fees for such services pursuant to a written agreement with the school. Proposed law retains present law.

Present law and proposed law provide for different priorities in uses of facility funds during the period prior to the retirement of bonds of the school board that are outstanding on July 1, 2014, and the period after retirement of such bonds. Present law provides that funding the facilities office (described immediately above) is the highest priority on the use of facility funds. Proposed law retains this priority until bonds are retired, after which the school facilities accounts (described immediately below) become the highest priority.

School Facilities Accounts

Present law requires the operator of each school to maintain a school facility repair and replacement account (school facilities account) for each campus.

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Present law provides that facility funds remaining after all other priorities are funded are used for school facilities accounts. Proposed law provides instead that the following amounts shall be deposited annually into these accounts:

- (1) \$800 per student for a school in a facility that was constructed prior to Sept. 1, 2005, and that has not received a renovation exceeding half the value of the facility's replacement cost since that date.
- (2) \$500 per student for other schools.

Present law provides further with respect to such accounts and the use of the funds in them. Authorizes use of funds in such accounts for capital repairs and replacements. Proposed law authorizes use of funds in such accounts for capital repairs, improvements, and replacement, including debt service and other financing costs associated therewith.

Revolving Loan Fund

Present law requires the school board to establish a revolving loan fund and make loans from the fund to schools to finance capital repairs and replacements. Provides further with respect to the loan fund and loans made from it.

Present law requires annual deposits of facility funds to the revolving loan funds for 20 years following the retirement of the bonds outstanding on July 1, 2014. Provides for a per campus amount or per campus share of facility funds to be deposited. Per campus amounts and shares differ for schools that were constructed prior to Sept. 1, 2005, and that have not received a renovation exceeding half the value of the facility's replacement cost since that date and all other schools. Proposed law removes present law.

Proposed law provides as follows with respect to the funding of the revolving loan fund (described immediately above) and the capital improvements fund (described immediately below) from facility funds remaining after funds are provided for the facilities office and the school facility accounts:

- (1) If the revolving loan fund is funded at less than \$50 million, all remaining funds shall be deposited into the revolving loan fund.
- (2) If the revolving loan fund is funded at \$50 million or more but less than \$75 million, half of such funds shall be deposited to the revolving loan fund and half to the capital improvement fund.
- (3) If the revolving loan fund is funded at \$75 million or more, 25% of remaining funds shall be deposited to the revolving loan fund and 75% to the capital improvement fund.

Capital Improvement Fund

Proposed law requires the school board to establish the capital improvement fund from which it may make grants to schools to finance preservation, improvements, capital repairs, construction, and replacement of facilities that were constructed prior to September 1, 2005, and that have not received a renovation exceeding half the value of the facility's replacement cost since that date. Requires the school board to adopt policies and procedures governing the expenditure of money in the fund. Requires the superintendent to administer the fund in accordance with such policies and make annual reports to the school board on fund activity.

Systemwide Needs Program

Proposed law establishes a systemwide needs program in school districts in which failing schools were transferred to the jurisdiction of the RSD to direct initiatives that will result in

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districtwide improvements in areas that cannot be addressed efficiently or effectively at the school level.

Requires the school district to create a special fund to dedicate money to the program. Provides for the annual deposit into the fund of \$120 per student in the district less the district's expenditures that year for costs identified in present law (relative to certain legacy expenses). Limits expenditures from the fund by the district superintendent only to implement a plan for improvement in one or more particular areas of focus. Requires the district superintendent to submit such plans to the school board for approval.

Provides that funds to implement plans approved by the school board shall be awarded, through a competitive process, to schools to procure materials or services from district-approved organizations or vendors and to organizations or vendors that either provide services directly to schools, educators, or students or coordinate support by providing subgrants to schools or contracting with organizations to provide goods or services to schools, educators, or students, or any combination thereof.

Provides that funding applications shall be approved according to school board policy. Prohibits expenditures from the fund except as provided in proposed law. Prohibits expenditures from the fund in excess of the amount approved by the school board for a particular area of focus.

(Amends R.S. 17:100.11; Adds R.S. 17:100.12)

Coversheet

Operations Updates

Section: IV. CEO's Report
Item: C. Operations Updates
Purpose: FYI

Submitted by:

Related Material:

DEMANDREPORT_2_22_2019_Audubon Uptown French Program 1 And 11 EARLY DEADLINE.pdf

DEMANDREPORT_2_22_2019_Audubon Charter Gentilly.pdf

DEMANDREPORT_2_1_2019_Audubon Uptown Montessori- Scholarship 1 And 11 EARLY DEADLINE.pdf

DEMANDREPORT_2_22_2019_Audubon Uptown Montessori Program 1 And 11 EARLY DEADLINE.pdf

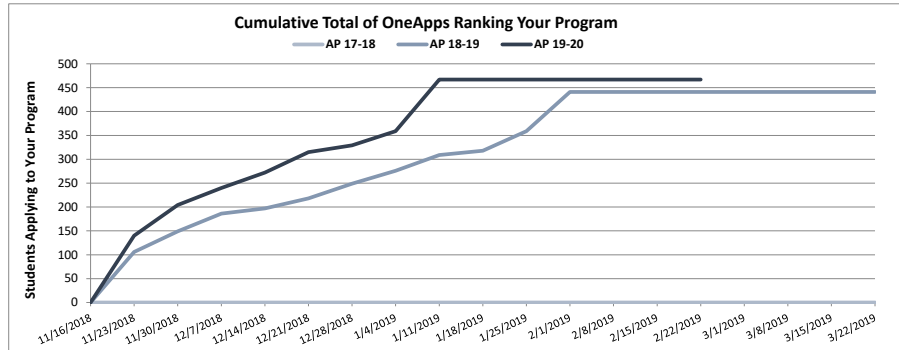
Audubon Uptown French Program 1/11 EARLY DEADLINE



Demand Report

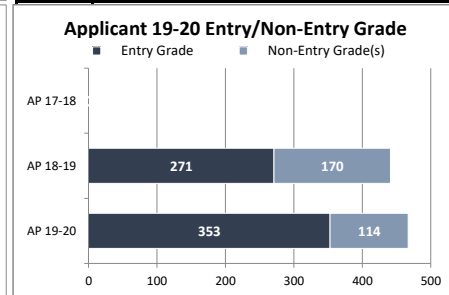
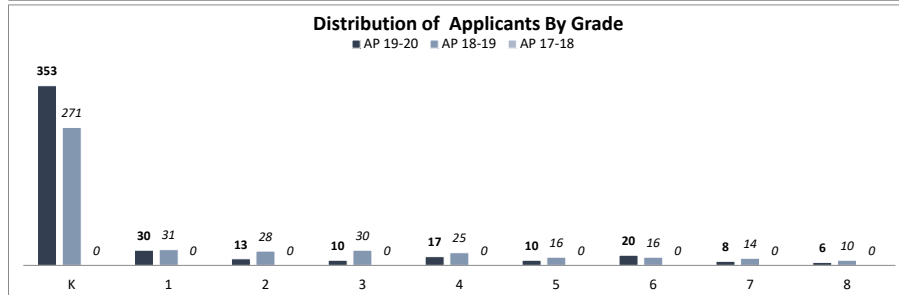
Main Round - Enrollment Process 2019-2020

Week Ending: 2/22/2019



CITY-WIDE METRICS - Main Round

Grade	AP 19-20	Median	AP 18-19	AP 17-18
K	2320	123	2158	1859
1	582	23	599	481
2	564	20	578	438
3	569	20	526	492
4	563	21	550	507
5	600	24	588	450
6	709	34	607	514
7	512	25.5	461	370
8	568	27	420	279
9	3186	443	3238	3061
10	513	54	475	513
11	292	31	315	316
12	145	16	115	144
TOTAL	11123	-	10630	9424

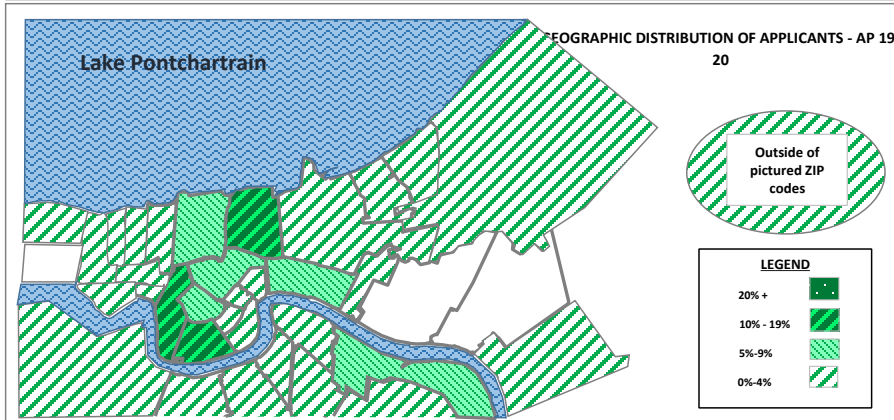
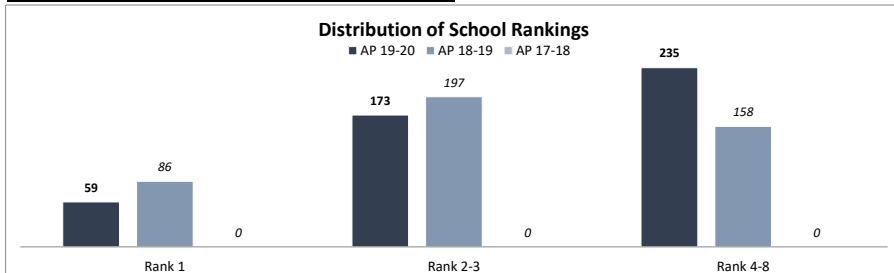
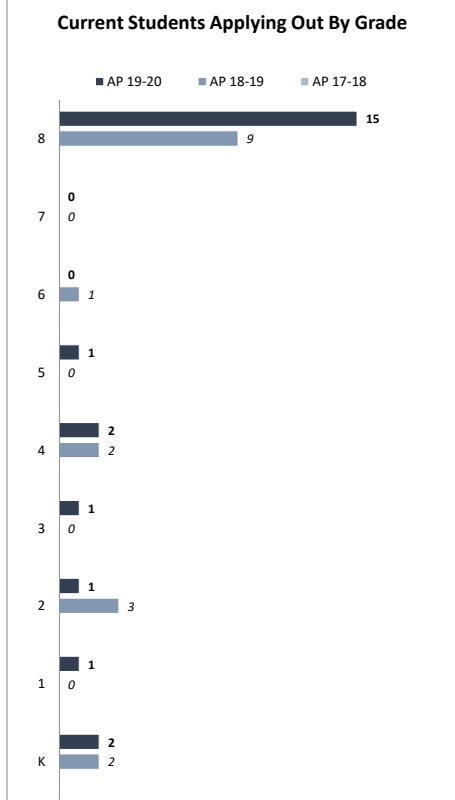
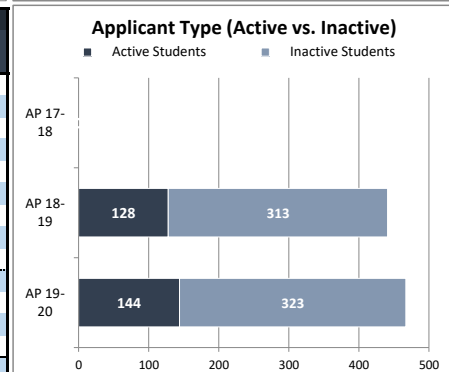


K-12 APPLICANT METRICS

Applicants	AP 19-20	AP 18-19	AP 17-18
Total Applicants	467	441	-
Active Students	144	128	-
Inactive Students	323	313	-
Entry Grade	353	271	-
Non-Entry Grade(s)	114	170	-
Ranking Stats	AP 19-20	AP 18-19	AP 17-18
#1 Rankings	59	86	-
% of Rankings #1	13%	20%	-
Top 3 Rankings	232	283	-
School Median Rank	4	3	-

ESTIMATED MATCH ASSIGNMENTS

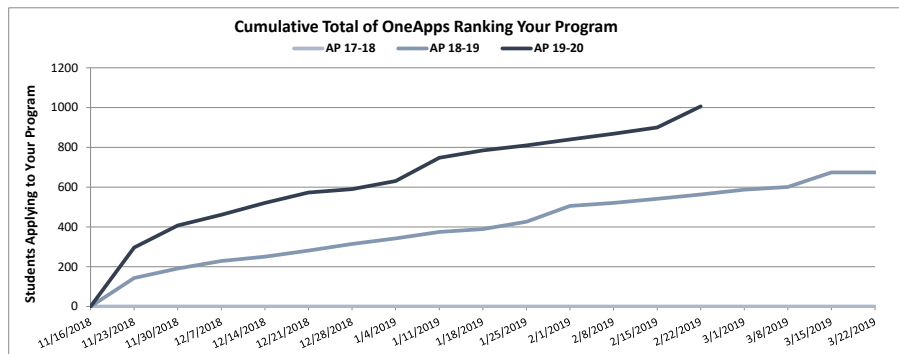
Grade	AP 19-20	City Median	AP 18-19	AP 17-18
K	102	61	97	-
1	58	58	57	-
2	57	60.5	62	-
3	51	58.5	58	-
4	48	65.5	56	-
5	50	78.5	42	-
6	41	83.5	40	-
7	35	73	44	-
8	39	81.5	35	-
9	-	93	-	-
10	-	156.5	-	-
11	-	128	-	-
12	-	125	-	-
TOTAL	481	-	491	0



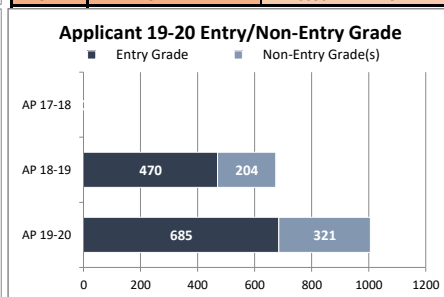
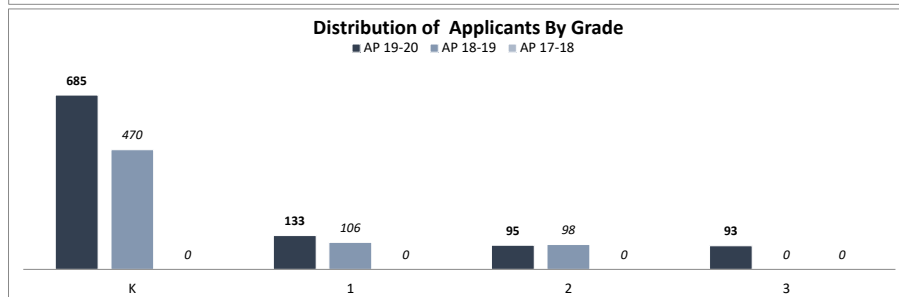


Audubon Charter Gentilly Demand Report

Main Round - Enrollment Process 2019-2020

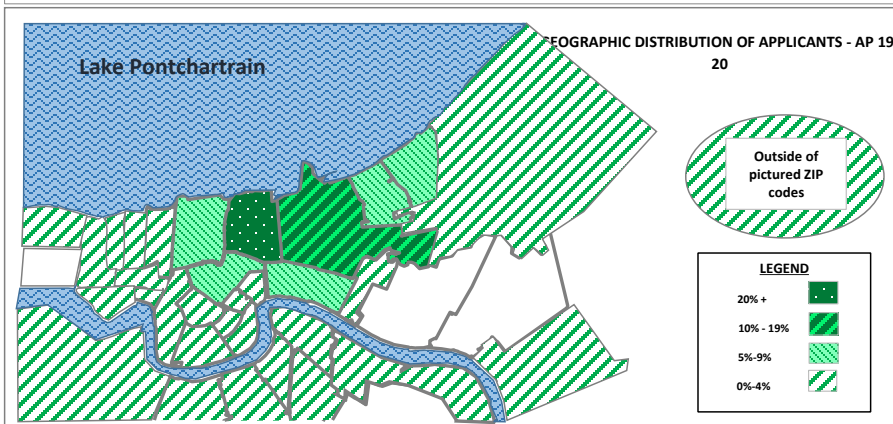
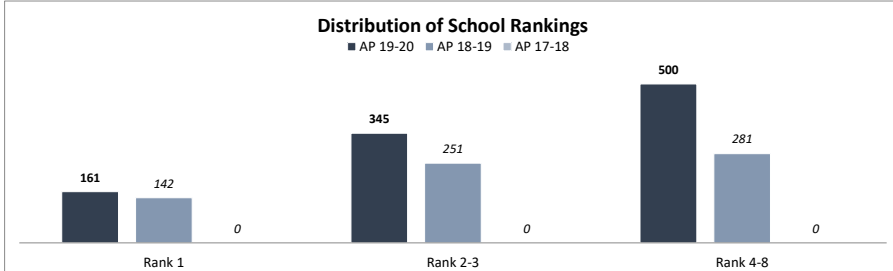
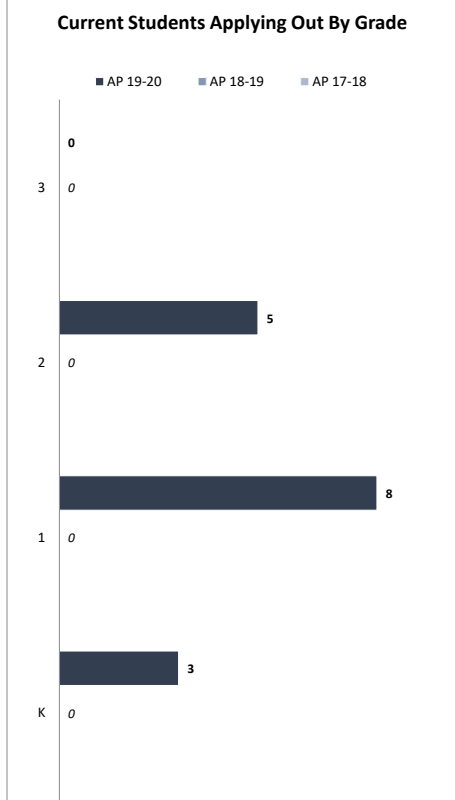
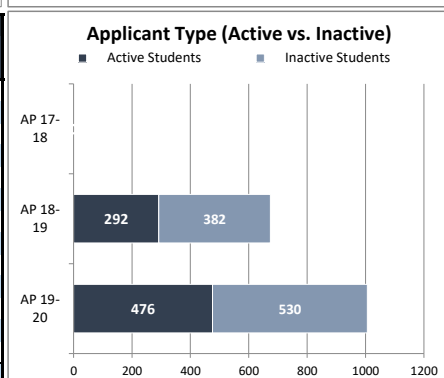
Week Ending: 2/22/2019

CITY-WIDE METRICS - Main Round				
Grade	AP 19-20	Median	AP 18-19	AP 17-18
K	2320	123	2158	1859
1	582	23	599	481
2	564	20	578	438
3	569	20	526	492
4	563	21	550	507
5	600	24	588	450
6	709	34	607	514
7	512	25.5	461	370
8	568	27	420	279
9	3186	443	3238	3061
10	513	54	475	513
11	292	31	315	316
12	145	16	115	144
TOTAL	11123	-	10630	9424



K-12 APPLICANT METRICS			
Applicants	AP 19-20	AP 18-19	AP 17-18
Total Applicants	1006	674	-
Active Students	476	292	-
Inactive Students	530	382	-
Entry Grade	685	470	-
Non-Entry Grade(s)	321	204	-
Ranking Stats			
	AP 19-20	AP 18-19	AP 17-18
#1 Rankings	161	142	-
% of Rankings #1	16%	21%	-
Top 3 Rankings	506	393	-
School Median Rank	3	3	-

ESTIMATED MATCH ASSIGNMENTS				
Grade	AP 19-20	City Median	AP 18-19	AP 17-18
K	184	61	120	-
1	92	58	56	-
2	70	60.5	42	-
3	73	58.5	-	-
4	-	65.5	-	-
5	-	78.5	-	-
6	-	83.5	-	-
7	-	73	-	-
8	-	81.5	-	-
9	-	93	-	-
10	-	156.5	-	-
11	-	128	-	-
12	-	125	-	-
TOTAL	419	-	218	0



Audubon Uptown Montessori- Scholarship 1/11 EARLY DEADLINE



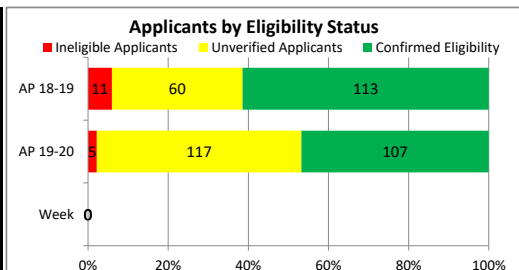
Early Childhood Demand Report

Main Round - Application Process 2019-2020

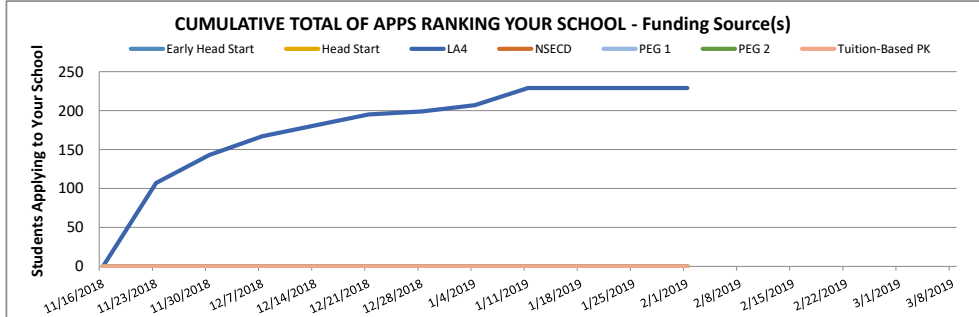
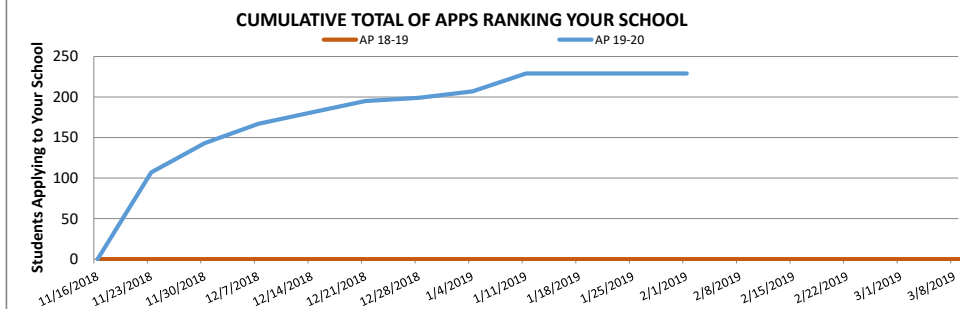
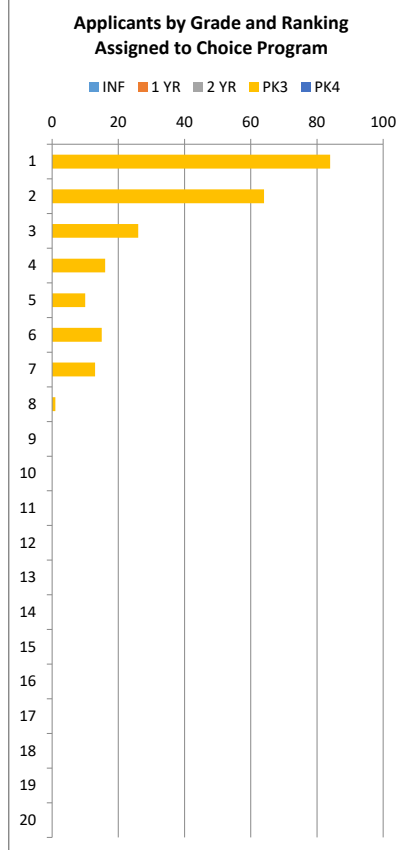
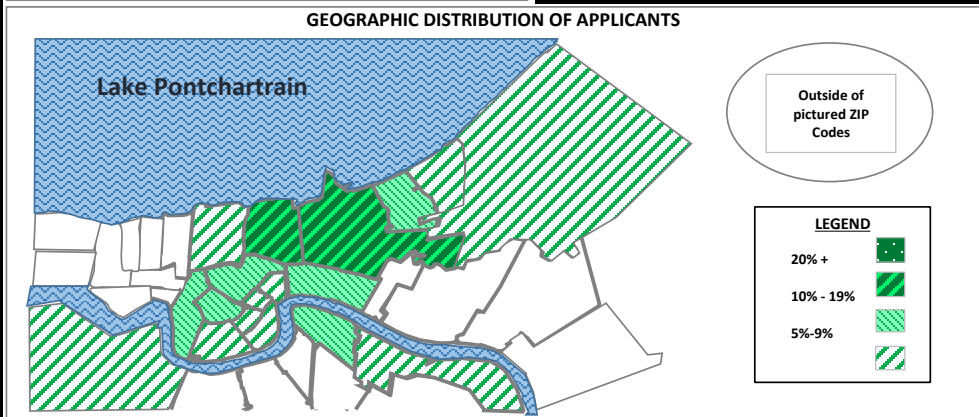
Week Ending: 2/1/2019



SCHOOL-LEVEL METRICS			
Applicants	Week	AP 19-20	AP 18-19
Total OneApps	0	229	184
Early Head Start	0	0	0
Head Start	0	0	0
LA-4	0	229	184
NSECD	0	0	0
PEG 1	0	0	0
PEG 2	0	0	0
Tuition-Based PK	0	0	0
Confirmed Eligibility	0	107	113
Early Head Start	0	0	0
Head Start	0	0	0
LA-4	0	107	113
NSECD	0	0	0
PEG 1	0	0	0
PEG 2	0	0	0
Tuition-Based PK	0	0	0
Unverified Applicants	0	117	60
Early Head Start	0	0	0
Head Start	0	0	0
LA-4	0	117	60
NSECD	0	0	0
PEG 1	0	0	0
PEG 2	0	0	0
Tuition-Based PK	0	0	0
Ineligible Applicants	0	5	11
Early Head Start	0	0	0
Head Start	0	0	0
LA-4	0	5	11
NSECD	0	0	0
PEG 1	0	0	0
PEG 2	0	0	0
Tuition-Based PK	0	0	0
Current Student Count			
9			



CITY-WIDE METRICS			
Applicants	Week	AP 19-20	AP 18-19
INF	11	147	268
1 YR	22	377	642
2 YR	23	427	802
PK3	43	974	1075
PK4	78	1768	2114
Early Head Start	56	950	1279
Head Start	40	718	918
LA-4	52	1048	1269
NSECD	6	201	254
PEG	1	34	8
Tuition-Based PK	7	419	205
Total Applicants	177	3693	4873



Eligible Main Round Applicants Selecting Your School As Their First Choice										
Funding Source	AP 19-20 Applicant Grade Applying To					AP 18-19 Applicant Grade Applying To				
	INF	1 YR	2 YR	PK3	PK4	INF	1 YR	2 YR	PK3	PK4
EHS	0	0	0	0	0	0	0	0	0	0
Head Start	0	0	0	0	0	0	0	0	0	0
LA4	0	0	0	48	0	0	0	0	66	0
NSECD	0	0	0	0	0	0	0	0	0	0
PEG 1	0	0	0	0	0	0	0	0	0	0
PEG 2	0	0	0	0	0	0	0	0	0	0
TPK	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	48	0	0	0	0	66	0

*** LA-4 = Audubon Uptown Montessori - Scholarship ***

Audubon Uptown Montessori Program 1/11 EARLY DEADLINE



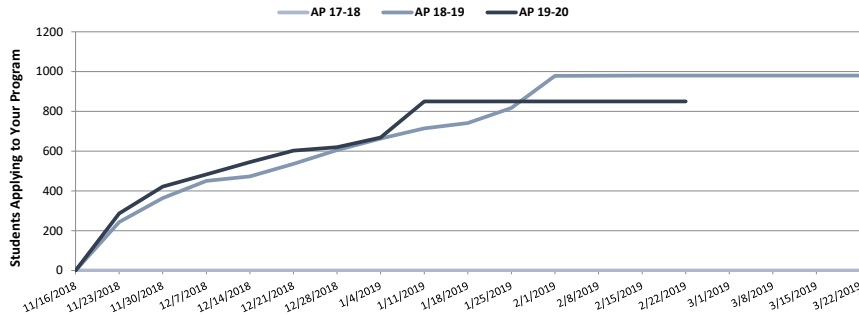
Demand Report

Main Round - Enrollment Process 2019-2020

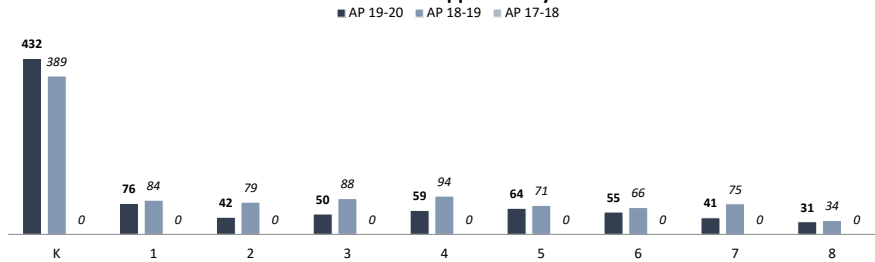
Week Ending: 2/22/2019



Cumulative Total of OneApps Ranking Your Program



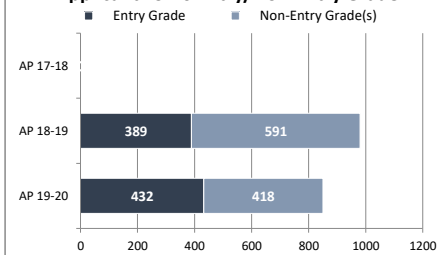
Distribution of Applicants By Grade



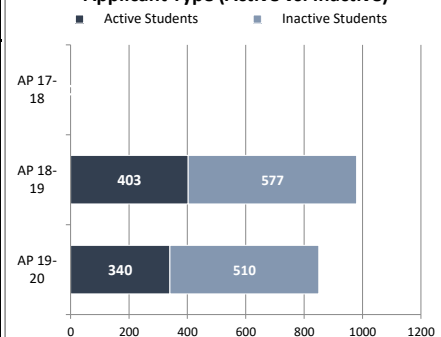
CITY-WIDE METRICS - Main Round

Grade	AP 19-20	Median	AP 18-19	AP 17-18
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10	513	54	475	513
11	292	31	315	316
12	145	16	115	144
TOTAL	11123	-	10630	9424

Applicant 19-20 Entry/Non-Entry Grade



Applicant Type (Active vs. Inactive)



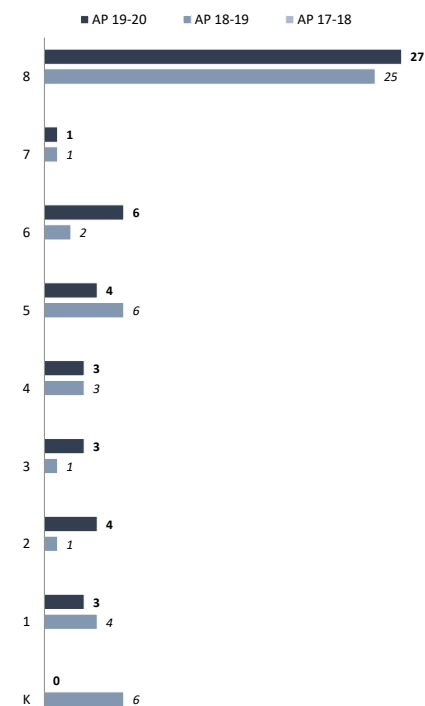
K-12 APPLICANT METRICS

Applicants	AP 19-20	AP 18-19	AP 17-18
Total Applicants	850	980	-
Active Students	340	403	-
Inactive Students	510	577	-
Entry Grade	432	389	-
Non-Entry Grade(s)	418	591	-
Ranking Stats	AP 19-20	AP 18-19	AP 17-18
#1 Rankings	218	270	-
% of Rankings #1	26%	28%	-
Top 3 Rankings	567	700	-
School Median Rank	2.5	2	-

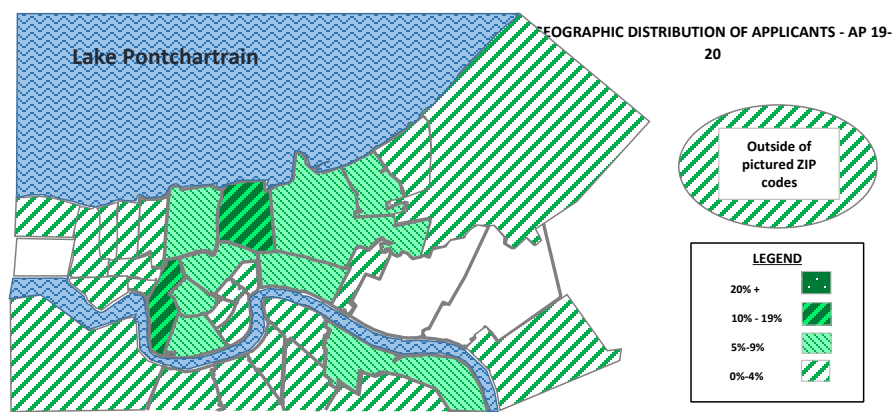
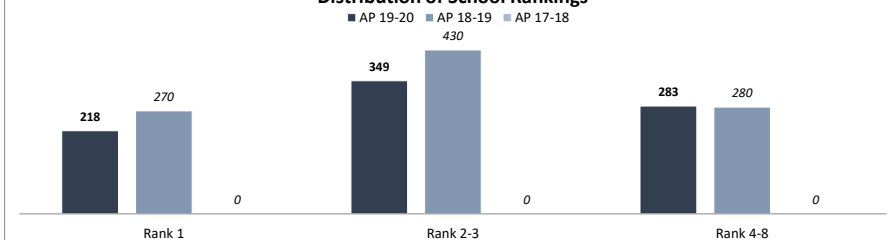
ESTIMATED MATCH ASSIGNMENTS

Grade	AP 19-20	City Median	AP 18-19	AP 17-18
K	151	61	140	-
1	76	58	87	-
2	68	60.5	78	-
3	69	58.5	83	-
4	72	65.5	93	-
5	86	78.5	84	-
6	83	83.5	83	-
7	77	73	88	-
8	63	81.5	58	-
9	-	93	-	-
10	-	156.5	-	-
11	-	128	-	-
12	-	125	-	-
TOTAL	745	-	794	0

Current Students Applying Out By Grade



Distribution of School Rankings



Coversheet

Development Updates

Section:	IV. CEO's Report
Item:	D. Development Updates
Purpose:	FYI
Submitted by:	
Related Material:	April 2019 Development Board Report.docx Rarebird Tracks 2017-18 Annual Report DIGITAL VERSION.PDF

Development Report for F.A.M.E. Board Meeting April 2019

Annual Fund:

Goal: \$50,000
Actual: \$42,473
Increase/Decrease Over Goal: (\$7,527)

GiveNOLA: May 7, 2019

Goal: \$5,000

Rarebird Night at City Park: May 18, 2019

Sponsorship Goal: \$4,500
Actual: \$5,100
Increase/Decrease Over Goal: \$600
Increase/Decrease Over Prior Year: \$2,700

Fais Do-Do (Audubon Gentilly): May 11th, 2019

Sponsorship Goal: \$2,500
Actual: \$5,250 (\$1,000 In-Kind)
Increase/Decrease Over Goal: \$2,750

Grants:

Received to Date: \$447,880
Submitted/Pending: \$118,000

Rarebird Night at Cool Zoo 2019: September 14, 2019

Sponsorship Goal: \$2,400 (includes Cabana reservations)
Actual: \$800
2018 Sponsor Total: \$2,000
Increase/Decrease Over Goal: (\$1,700)
Increase/Decrease Over Prior Year: (\$100)



THE 2017-2018

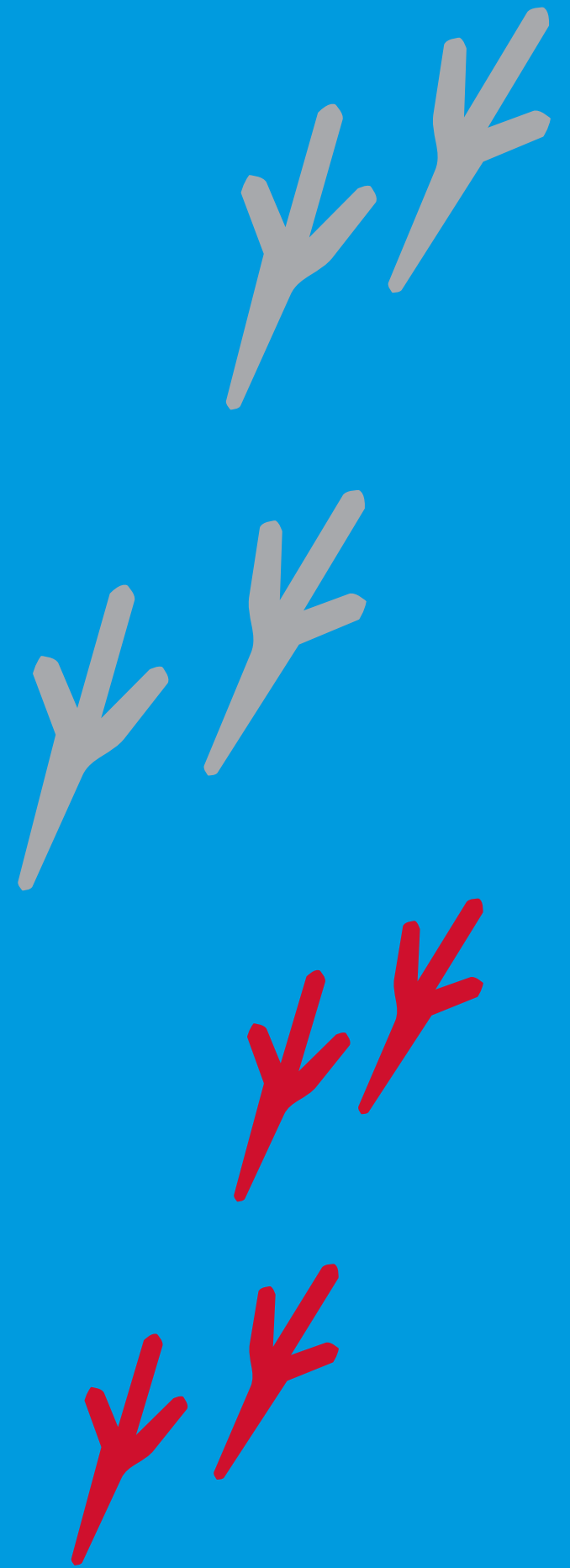
Rarebird Tracks

AUDUBON SCHOOLS' ANNUAL
REPORT



OUR MISSION

Audubon Charter School's mission is to foster a culturally rich and academically rigorous learning environment using the French and Montessori Curriculum and a comprehensive arts curriculum. Audubon students are actively and purposefully involved in their learning so they become responsible citizens in a changing world.



OUR VALUES

CULTURE:

Our school culture embraces collaboration, individuality, respect, positive communication, and inclusivity. We aim to learn from each other and support one another in personal and academic growth.

COMMUNITY:

We are a community of learners. Our students learn how to participate in our school community as well as in the larger New Orleans community.

CREATIVITY:

Each student, teacher, administrator, and parent who walks through our doors is a unique individual. We encourage individuality and creativity in learning.

Message from the CEO

Dear Rarebird Friends and Supporters,

We are excited to introduce our first annual report, Rarebird Tracks, to provide a snapshot of our organization's progress over the past year. The 2017-2018 academic year has been a year of tremendous growth for Audubon. Our focus areas for this year have been:

- Reorganizing our leadership structure to better serve faculty, staff, and students
- Increasing student readiness for testing through differentiated instruction and student support services
- Realignment of our curriculum to meet changes in state standards

We have undergone an extensive evaluation of our culture and past successes in order to better prepare us for growth in the future. We have defined the core values that guide our organization and make us unique. We have begun to transition from one school on two campuses to a Charter Management Organization (CMO) in anticipation of the opening of our new school, Audubon Charter School - Gentilly. We have assessed our ability to prepare our students to meet or exceed state standards and designed a multi-year strategy to close gaps between our curriculum and new state standards. We continue to work diligently to ensure that our schools and our students have the resources that are required to maintain the level of Audubon excellence that we are renowned for.

Our success as an academic institution can be seen in the large number of students who matriculate to leading high schools in the region and go on to continued success in college and careers. Our pride as a community is evident in the number of Audubon alumni and their families who come back to visit the school to see their teachers, and who become active, lifelong supporters of Audubon Schools. As we approach our 4th decade of excellence in education, we remain committed to providing our students with an educational environment designed to promote individualized learning and prepare them to be leaders in their communities.

We appreciate the continued support of all of our Rarebird families and friends as we work to expand and improve our unique academic programs.

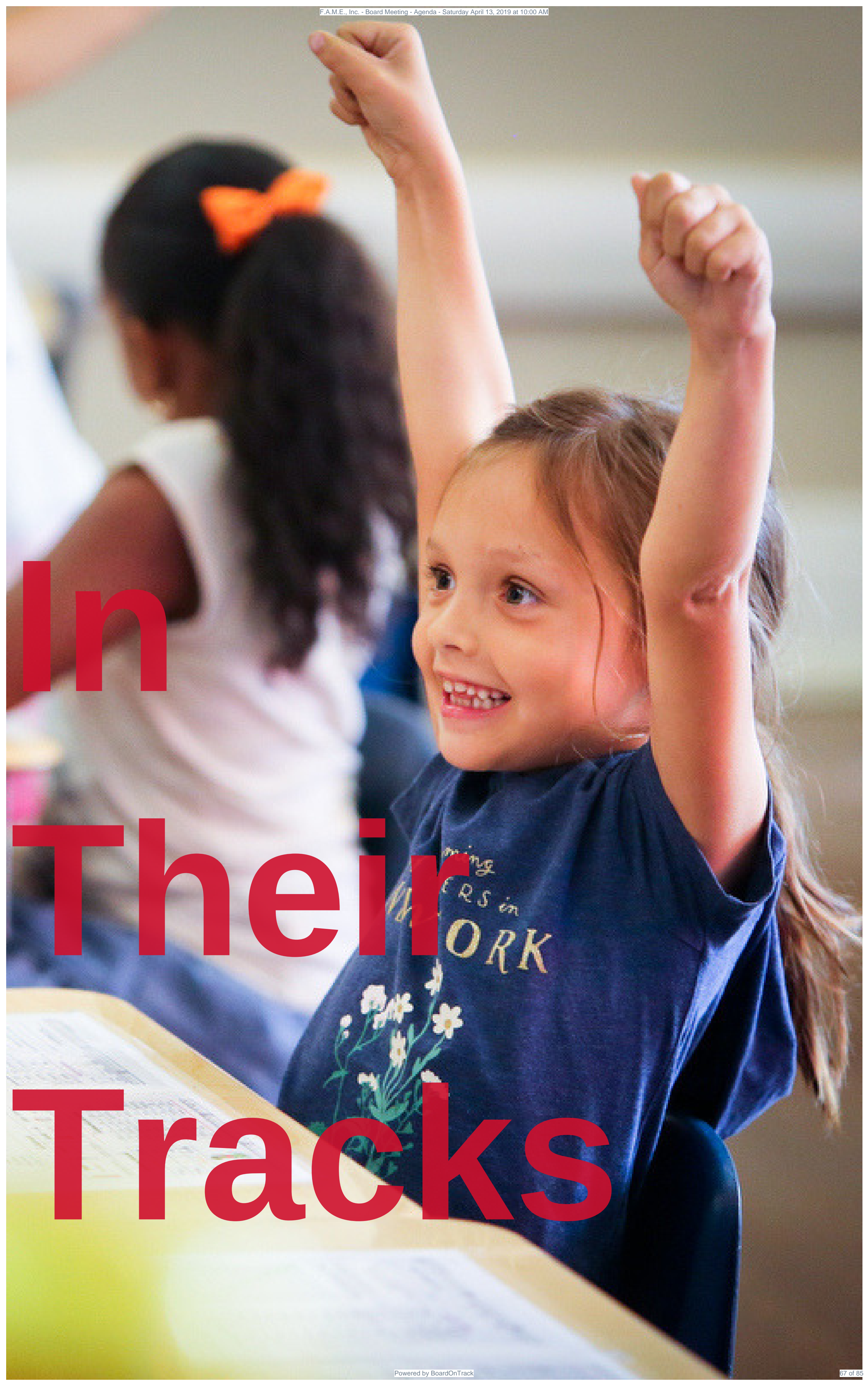
Sincerely,



Latoye A. Brown
CEO, Audubon Schools

Table of Contents

- 3. Our Mission and Values
- 4. Message from our CEO
- 7. In Their Tracks
- 8. Our Students
- 10. Our Results
- 15. Taking Steps
- 17. Our Supporters
- 21. Our Financials



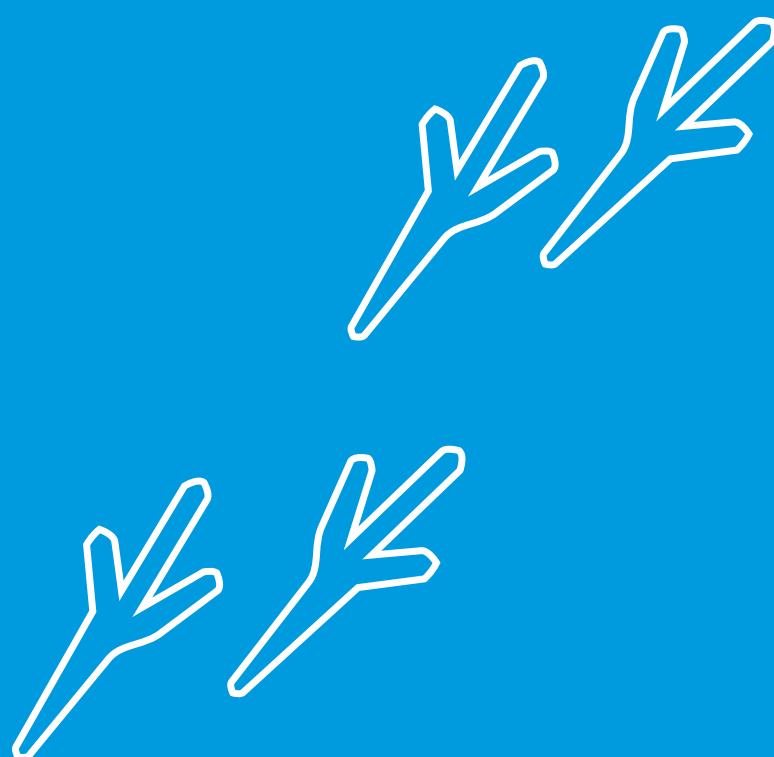
In Their Tracks

Every day, over 850 students walk the hallways
of our campuses.

Each of our students is unique. Each has a story.
Each one is on his or her own journey to
becoming a learned, responsible citizen in a
changing world. Each one is a part of our
Audubon family.

We are honored to watch our students learn and
grow to meet the rigorous development standards
that we hold them to, both personally and
academically.

As we follow their tracks over the past year, we
reflect on who they are, their accomplishments,
areas of growth, and next steps.

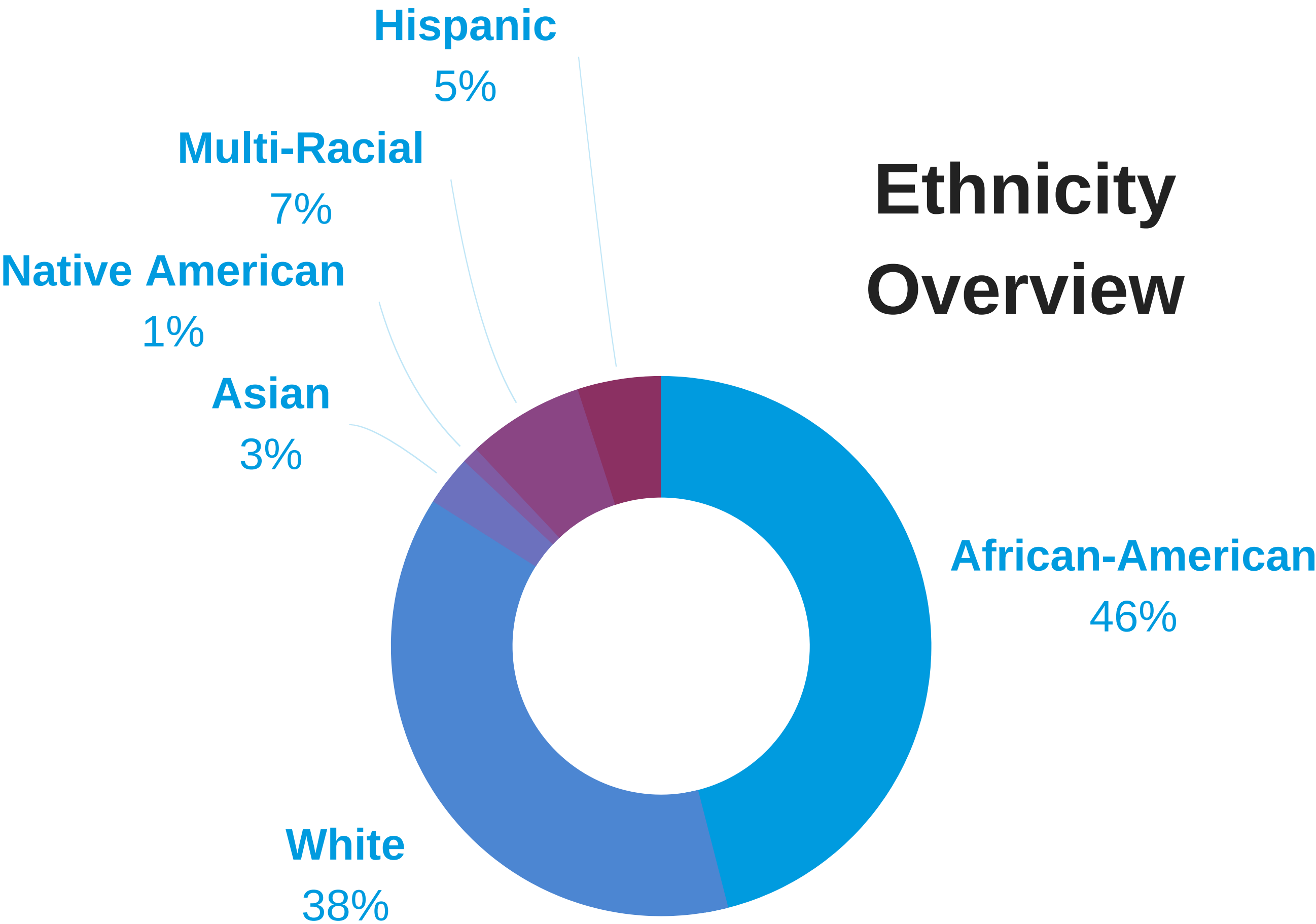




OUR STUDENTS

In the 2017-2018 academic year, Audubon served 857 students in grades Pre-K(3) - 8.

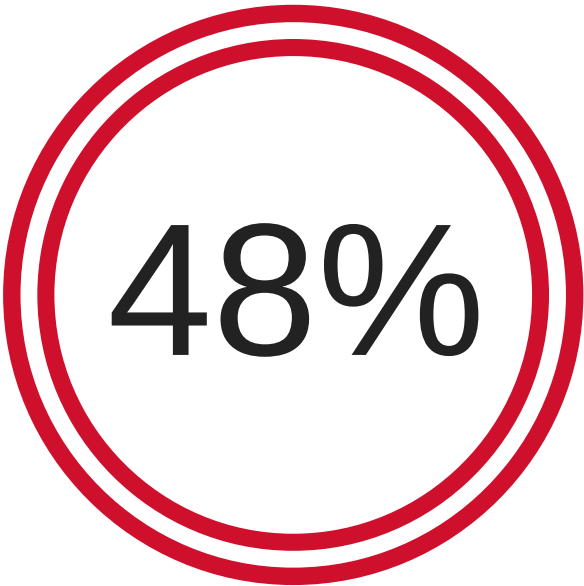
We are proud to have a student body that is racially, economically, and culturally diverse, reflecting the diversity of the city that we call home: New Orleans.



Students of Color

Economically Disadvantaged

Students with disabilities





Our Results

Our students consistently meet or exceed state standards on standardized assessments as well as the average performance percentage of students in our district.



STUDENTS SCORING AT MASTERY AND ABOVE ON LEAP

Audubon Charter School



School System Average



State Average



SPECIFIC GROUP PERFORMANCE COMPARED TO OPSB AND STATE AVERAGES

English Language Learners



School System Average



State Average



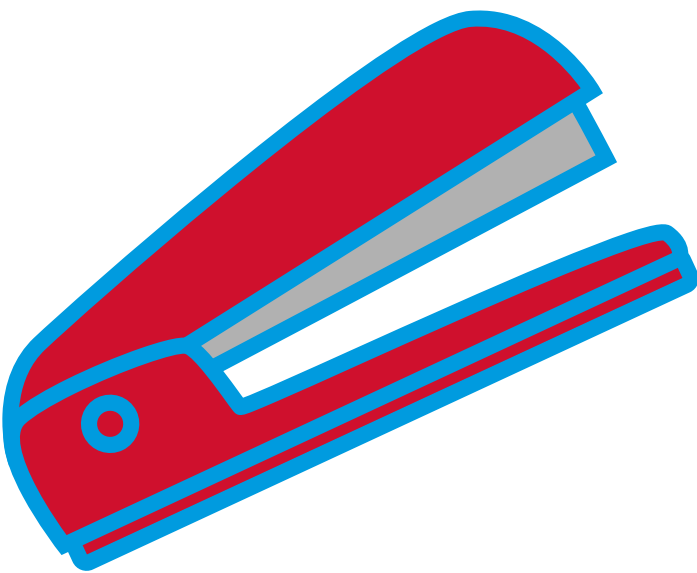
Economically Disadvantaged



School System Average



State Average



Students of Color



School System Average



State Average



Students with Disabilities



School System Average



State Average



STUDENT PERFORMANCE PER SUBJECT

English Lanuage Arts



Math



Social Studies



STUDENT PERFORMANCE BY GRADE LEVEL

3rd Grade



4th Grade



5th Grade



6th Grade



7th Grade



8th Grade





Taking Steps for Success

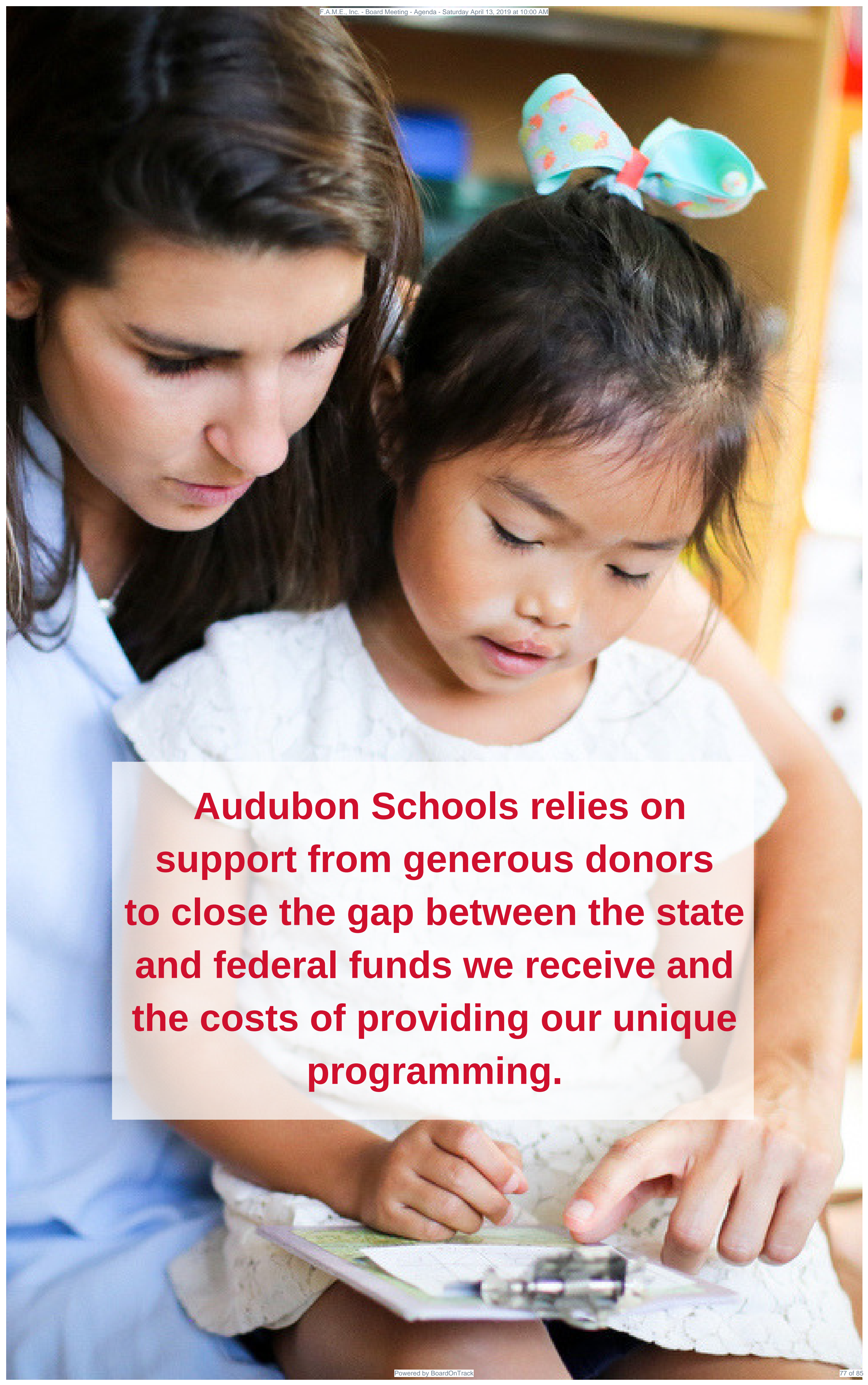
Taking Steps: Accomplishment

In 2017, Audubon once again earned an "A" rating from the LDOE for the accomplishments of our students and our school. While our students continue to outperform their peers across the district, we have noted a decline in student performance measures against major content areas. After thorough assessment of our students' performance against new student achievement expectations, our administration is developing a long-term plan for aligning our curricula to new state standards. This plan includes the evaluation of Tier I curriculum options for major content areas, intervention processes, and professional development for faculty and staff.

Taking Steps: Growth

This was a year of tremendous growth for our school. We restructured our organization into a charter management organization (CMO) in preparation of the opening of a new school under the Audubon Schools umbrella. We have designed a new academic model that combines the best practices and education philosophies of our French and Montessori programs into one highly unique curriculum. In 2018, Audubon Charter School - Gentilly will open and feature a Montessori curriculum in a bi-lingual environment. This school will give more students in a wider area of New Orleans access to the high-quality, non-traditional education that Audubon is renowned for.



A close-up photograph of a woman with dark hair and a young girl with dark hair and a colorful bow, both looking down at a book held by the girl. The woman is on the left, leaning in, and the girl is on the right. They are both wearing white tops. The background is blurred, showing a wooden structure.

Audubon Schools relies on support from generous donors to close the gap between the state and federal funds we receive and the costs of providing our unique programming.

Our Sponsors, Partners, and Supporters

Friends of Audubon PTO

Council for the Development
of French in Louisiana

Plgeon Catering and Events

American Montessori Society

The Creevy Family

Adams and Reese LLP

LaPorte CPAs & Business
Advisors

Xavier University Confucius
Institute

The O'Connor Insurance
Group

Greater New Orleans
Collaborative of Charter
Schools

Pelton + Balducci Immigration
Law

Gulf Coast Bank and Trust

Jeremy Epstein Law

HandsOn New Orleans

W.K. Kellogg Foundation

The Selley Foundation

**Pro Bono Publico
Foundation**

**Entergy Charitable
Foundation**

RosaMary Foundation

**Charter School Growth
Fund**

Keller Family Foundation

Walton Family Foundation

**Charles and Helen Schwab
Foundation**

New Schools New Orleans

SPECIAL THANKS TO THE MEMBERS OF OUR RAREBIRD RECOGNITION NEST

LEADERSHIP FLOCK

The Adler Family
The Bazan Family

HONOR ROLL FLOCK

The Bober Family
The Civil Family
The Detiege Family
The Finger Family
The Jaffe Family
The Popillion Family
Patrick Tucker and Nichole Chauvin

GOLD STAR FLOCK

The Caley Family
The Colon Family
The Creevy Family
The Dougherty Family
The Foster Family
The Gibb Family
John Harris
The Kerisit Family
The Lasher Family
The Pereira-Leite Family
The Powe Family
The Soleau Family
The Springgate Family
The Thompson Family
The Witherspoon Family

SILVER STAR FLOCK

The Acosta Family	The McNamara Family
Eva Alito	The Moreau Family
Paul Blanchard	Dr. Erica Murray-Boseman
Brendan Connick	Dorcas Omojola
Scott Cooper	Carol Peebles
The Dumoulins Family	The Ribka Family
The Duplantier Family	Kathleen Schrenk
Ramona Fernandez	Adrienne Shulman
Andrew J. Forest	The Silverman Family
Giuseppe's Bistro (Down the Hatch)	The Upson Family
Daniel Held	The Variste Family
Amanda Hussey	Jonathan Weed
Javier Jalice	The Weidemann Family
Rachel Kirschman	The Westbrook Family
Omar Mason	Xinping Yue

BRONZE STAR FLOCK

Jonathan Allen	Stacey Gengel	The Peabody Family
Myla Allen	The Goldstein Family	The Preston Family
The Balducci Family	Antonio Gomez	The Price Family
Jessica Bertsch	The Hamawy Family	The Pugh Family
The Brody Family	The Hardie Family	The Renard Family
Latoye Brown	The Helbert Family	Kenyetta Royal
Monique Butler	The Henderson Family	The Saltzman Family
The Connolly Family	The Hill Family	Zeledon Sanchez
The Cope Family	Pepper Keenan	Antony Sandoval
Amelia Council	The Kelly Family	Chloe Schwanz
Minda Curtis	The Klumpp Family	The Sciamia Family
Shantell Curtis	Maria Licodo	The Smith Family
Crystal Daniel	The Lilly Family	The Stewart Family
Lisanne Dussouy	Sophie Lee Lowry	The Stoecker Family
The Dolese Family	The Lottinger Family	The Stonebreaker Family
Terry and Nancy Dominick	The Marshall Family	Deep Kripal Singh Tanwar
Faycal Falaky	The McDowell-Deffes Family	The Tate Family
The Falterman Family	The Melancon Family	The Thomson Family
Eric Farrae	Darleen Mipro	The Thorrick Family
Adelaida Ferchmin	Linda Mouchacca	The Tran Family
Adam Fontana	The Nguyen Family	Sunshine Van Bael
The Gagon Family		The Wadell Family

THANK YOU TO OUR ANNUAL FUND SUPPORTERS!

The Alexander Family
The Ancelet Family
Laura Andrews
The Ayala Family
The Bak Family
The Banks Family
The Barbee Family
The Barrau Family
Aaron Belka
The Benefield Family
The Bergez Family
Margaret Bethley
The Blackwell Family
Valerie Bonnecaze
The Bozeman Family
Kathleen Brock
Veronica Brooks
Elizabeth Butler
The Cadet Family
The Callia Family
The Campbell Family
Maria Castillejo
The Chastant Family
Amanda Chustz
Dawn Collins
Tonya Collins
The Cook Family
The Davis Family
The Delahoussaye Family
Jacqueline de Lerno
The Dearie de Oliveire Family
The DeRoche Family
Derrineisha Dales
The Dickerson Family
The Dolese Families
The Dorsey Family
Nathalie Dubois
The Dupre Family
Andrea Dupree

The Dymond Family
The Easterling Family
Christine Ekblad
Sarrah Evans
The Ferguson Family
The Frederick Family
The Grant Family
The Hannan Family
The Hart Family
Kristina Heaton
The Hester Family
Elizabeth Holt
The James Family
The Janssen Family
The Kennedy Family
Cloreece Knight
The LaGarde Family
Zhengchang Liu
The Lloret-Marcou Family
Latasha Lodge
Heather Margolis
Tha Mashon Family
The McGhee Family
The McKenna Family
Scott McLetchie
The Miranda Family
Sabine Moore
Sherri Morgan
The Newsome Family
The Noble-Brown Family
The Ogburn Family
The Olondo Family
The Pannell Family
Kimberly Parker (Melson)
The Pierre Family
The Poche Family
Karen Reichard
The Rodriguez Family
Beth Rosch

The Ross-Hillard Family
The Ruffins Family
The Siersema Family
The Sigler Family
The Slocum Family
Tshawn Smith
Lanay Stockstill
Amber Stokes
Ame Stormer
The Tenette Family
Annie Tete
Nikki Thanos
The Thomas Family
The Thompson Family
The Tombar Family
The Torabi Family
The Trouve Family
The Tyler Family
The Verdan Family
The Wallace Family
The Waller Family
The Warner Family
The Wartelle Family
Rachel Watts
The Wiley Family
The Wolfson Family

Statement of Financial Position

CURRENT ASSETS

CASH	\$2,152,955
GRANTS RECEIVABLE	\$847,016
INTEREST RECEIVABLE	\$4,182
PREPAID EXPENSES	\$115,209
TOTAL CURRENT ASSETS	\$3,119,362

OTHER ASSETS

GRANTS RECEIVABLE, LONG-TERM, NET	\$341,902
INVESTMENTS	\$1,397,477
TOTAL OTHER ASSETS	\$1,739,379

FIXED ASSETS

COMPUTERS	\$498,524
IMPROVEMENTS	\$796,451
CONSTRUCTION IN PROGRESS	\$1,134,102
ACCUMULATED DEPRECIATION	\$493,093
TOTAL FIXED ASSETS, NET	\$1,935,984
TOTAL ASSETS	\$6,794,725

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

ACCOUNT PAYABLE	\$133,097
ACCRUED EXPENSES	\$27,566
DEFERRED REVENUE	\$94,341
TOTAL LIABILITIES	\$255,004

NET ASSETS

UNRESTRICTED	\$5,797,969
TEMPORARILY RESTRIICTED	\$741,752
TOTAL NET ASSETS	\$6,539,721
TOTAL LIABILITIES NET ASSETS	\$6,794,725

Statement of Activities

REVENUE, GRANTS, SUPPORT, AND GAINS

STATE AND LOCAL PUBLIC SCHOOL FUNDING	\$7,460,373
GRANTS AND CONTRIBUTIONS, NET	\$2,296,097
FEDERAL GRANTS	\$861,234
OTHER STATE FUNDING	\$513,111
STUDENT ACTIVITY REVENUE	\$394,210
FEE REVENUE	\$143,404
INCOME FROM MEALS	\$20,243
INTEREST INCOME	\$72,142
OTHER INCOME	\$4,145
NET REALIZED AND UNREALIZED LOSS ON INVESTMENTS	\$26,507
TOTAL REVENUE, GRANTS, SUPPORT, AND GAINS	\$11,738,652

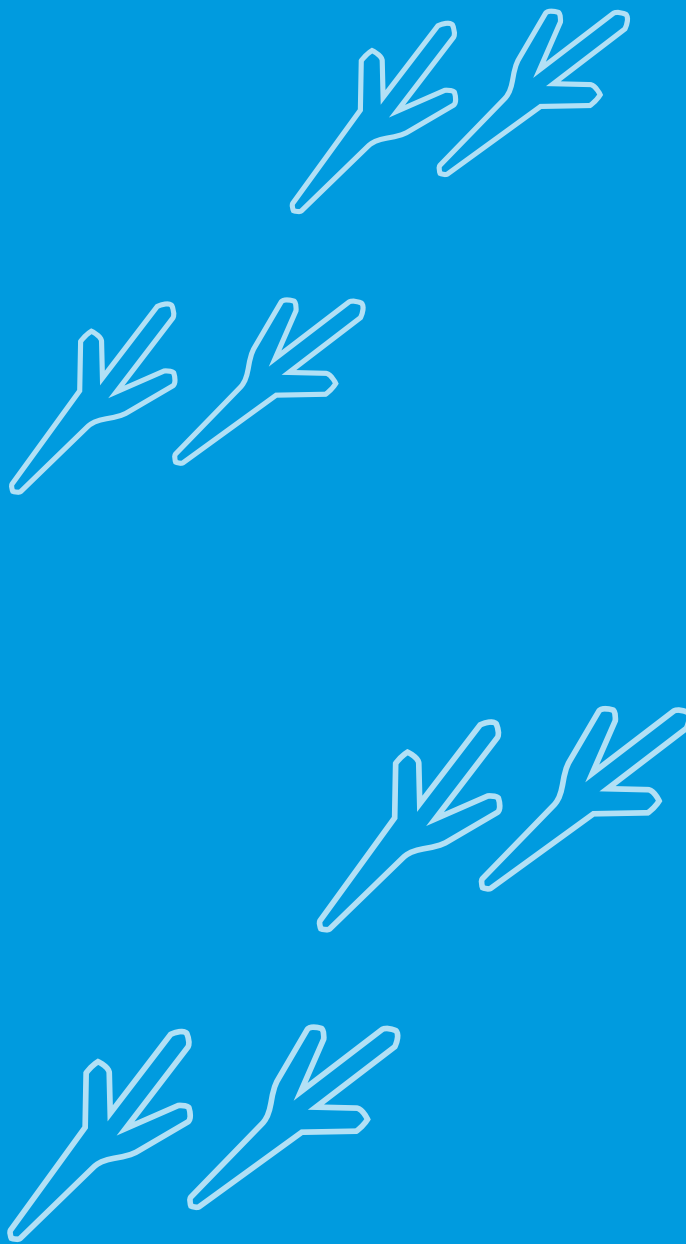
EXPENSES

PROGRAM SERVICES	
REGULAR EDUCATION PROGRAMS	\$5,202,732
SCHOOL ADMINISTRATION	\$1,033,167
OPERATIONS AND MAINTENANCE OF PLANT SERVICES	\$827,603
SPECIAL EDUCATION PROGRAMS	\$717,278
SPECIAL PROGRAMS	\$600,518
PUPIL SUPPORT SERVICES	\$514,279
OTHER INSTRUCTIONAL PROGRAMS	\$467,850
INSTRUCTIONAL STAFF SERVICES	\$379,557
FOOD SERVICE	\$275,770
DEPRECIATION	\$80,726
OTHER SUPPORT SERVICES	\$9,917
MANAGEMENT AND GENERAL BUSINESS SERVICES	\$411,738
CENTRAL SERVICES	\$215,383
GENERAL ADMINISTRATION	\$117,374
TOTAL EXPENSES	\$10,913,892

CHANGE IN NET ASSETS	\$824,760
NET ASSETS, BEGINNING OF YEAR	\$5,714,961
NET ASSETS, END OF YEAR	\$6,539,721

Statement of Activities

CASH FLOWS FROM OPERATING ACTIVITIES	
CHANGE IN NET ASSETS	\$824,760
ADJUSTMENTS TO RECONCILE CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
NET REALIZED AND UNREALIZED LOSS ON INVESTMENTS	\$2,296,097
DEPRECIATION	\$861,234
DECREASE (INCREASE) IN LIABILITIES	
GRANTS RECEIVABLE	\$672,172
INTEREST RECEIVABLE	\$3,732
PREPAID EXPENSES	\$102,826
INCREASE (DECREASE) IN LIABILITIES	
ACCOUNTS PAYABLE	\$19,042
ACCRUED LIABILITIES	(\$78,008)
DEFERRED REVENUE	\$2,202
TOTAL ADJUSTMENTS	(\$720,797)
NET CASH PROVIDED BY OPERATING ACTIVITIES	\$103,963
CASH FLOWS FROM INVESTING ACTIVITIES	
SALE OF INVESTMENTS	(\$57,865)
PURCHASE OF FIXED ASSETS	(\$1,201,573)
NET CASH USED IN INVESTING ACTIVITIES	(\$1,259,438)
NET DECREASE IN CASH	(\$1,155,475)
CASH, BEGINNING OF YEAR	\$3,308,430
CASH, END OF YEAR	\$2,152,955



Audubon Schools

Annual Report

Fiscal Year 2017- 2018

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