

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday November 6, 2017 at 6:00 PM PST

Location

Monsenor Oscar Romero Charter School - 1157 S. Berendo Street, Los Angeles CA 90006

Meeting Call In Number: (641) 715-3680, Access# 1004153. Board Members calling in from 1625 W. Olympic Blvd., Los Angeles, CA 90015, 25024 Highspring Avenue, Newhall, CA 91321, 1200 Market Street, Philadelphia, PA 19107, and 405 Hillgard Avenue , Los Angeles, CA 90024.

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Flag Salute

D. Additions/Corrections to Agenda

E. Approve September 26, 2017 Minutes

Purpose Presenter Time

6:00 PM

Yesenia Zubia 1 m

Gene Straub 1 m

5 m

Gene Straub 2 m

Approve Minutes Gene Straub 2 m

6:11 PM

II. COMMUNICATIONS

Academic Excellence

A. Presentations from the Public

FYI Gene Straub 5 m

Any persons present desiring to address the Board of Directors on any proper matter.

Purpose Presenter Time

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

Agenda Items: No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-Agenda Items: No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 1157 S. Berendo Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

Americans with Disabilities

YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at 818-834-5805/ 213-413-9600, or info@coronacharter.org / info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. ITEMS SCHEDULED FOR INFORMATION

6:16 PM

A. Fall 2017 Parent Experience Survey

FYI Yvette King-Berg 5 m

https://docs.google.com/forms/d/1LDrOvyMniBaW1OUL8xsbLa5O3DO11qGe1mewFV3_tsw/viewanalytics#responses

B. Risk Management and Safety Trainings

FYI Yvette King-Berg 1 m

The trainings completed by staff this year:

1. Mandated Reporter: Child Abuse and Neglect Training (all)
2. Bloodborne Pathogens (all)
3. Sexual Harassment Policy and Prevention (YPICS Leadership)
4. Sexual Harassment: Staff to Staff (all)
5. Sexual Harassment: Student Issues and Response (all)
6. Sexual Misconduct: Staff to Student (all)

C. Compliance with LAUSD Resolution: "Keeping Parents Informed: Charter Transparency"

FYI Yvette King-Berg 5 m

D. Fiscal Policy

FYI Ruben Duenas 5 m

YPICS Executive Administrators are working with ExED to review and update the fiscal policy to reflect changes associated with the shift in the organization structure. The policy will be added on as an action item for the board meeting next month.

E. Gear Up Grant Update

FYI Yvette King-Berg 5 m

F. School Climate Transformation Grant Update

FYI Yvette King-Berg 5 m

G. Committee/ Council Reports

FYI

1. Academic Committee Reports
2. Climate and Culture Committee Reports

	Purpose	Presenter	Time
<ul style="list-style-type: none"> 1. Student Leadership Council 3. Parent/ Committee Advocacy/ Engagement Reports <ul style="list-style-type: none"> 1. School Sight Council 2. English Learner Advisory Committee 4. LCAP Advisory Committee Reports 			
H. Facilites Update	FYI	Ruben Duenas	5 m
This update is for all of the YPICS' schools.			
I. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
J. Monsenor Oscar Romero Executive Director's Report	FYI	Kevin Myers	5 m
K. Bert Corona Charter High School Executive Director's Report	FYI	Larry Simonsen	5 m
L. Executive Director's Report	FYI	Yvette King-Berg	5 m
IV. BOARD BROWN ACT TRAINING			7:07 PM
A. Yearly Brown Act Training by Janelle Ruly, Esq. with YMC Law Firm	FYI	Yvette King-Berg	30 m
The Brown Act Training will take place from 6:30pm to 7:00pm.			
V. CONSENT AGENDA ITEMS			7:37 PM
Audit			
A. Background	FYI		
All matters listed under the consent agenda are considered by the Board to be routine and will be approved/ enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board Member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.			
B. Consent Items	Vote	Yvette King-Berg	2 m
<ul style="list-style-type: none"> 1. Recommendation to approve the English Learner (EL) Master Plan for Bert Corona Charter School 2. Recommendation to approve the English Learner (EL) Master Plan for Monsenor Oscar Romero Charter School 3. Recommendation to approve the English Learner (EL) Master Plan for Bert Corona Charter High School 4. Recommendation to approve the YPICS Title IX Harassment Intimidation Discrimination, and Bullying Policy 5. Recommendation to approve the YPICS Uniform Complaint Policy and Procedures 6. Recommendation to approve the YPICS General Complaint Policy and Form 			
VI. ITEMS SCHEDULED FOR ACTION			7:39 PM
A. Suicide Prevention Policy	Vote	Yvette King-Berg	5 m

	Purpose	Presenter	Time
Recommendation to approve the Suicide Prevention Policy for BCCS, MORCS, and BCCHS.			
B. Local Indicator for the California School Dashboard - BCCS, MORCS, and BCCHS	Vote	Yvette King-Berg	5 m
Recommendation to approve the local indicator for the California School Dashboard for all schools.			
C. Communication Policy	Vote	Yvette King-Berg	5 m
D. July, August, September 2017 Financials for Bert Corona Charter School	Vote	Irina Castillo	5 m
E. July, August, September 2017 Financials for Monsenor Oscar Romero Charter School	Vote	Irina Castillo	5 m
F. July, August, September 2017 Financials for Bert Corona Charter High School	Vote	Irina Castillo	5 m
VII. Closing Items			8:09 PM
A. Adjourn Meeting	Vote		
VIII. ANNOUNCEMENTS			8:09 PM
A. Closing Annoucements	FYI	Yvette King-Berg	2 m

Coversheet

Approve September 26, 2017 Minutes

Section: I. Opening Items
Item: E. Approve September 26, 2017 Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 25, 2017

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Board Meeting

Date and Time

Monday September 25, 2017 at 6:00 PM

Location

Bert Corona Charter School - 9400 Remick Avenue, Pacoima CA 91331

Meeting Call In Number: (641) 715-3680, Access# 1004153. Board Members calling in from 1625 W. Olympic Blvd., Los Angeles, CA 90015, 25024 Highspring Avenue, Newhall, CA 91321, 405 Hillgard Avenue, Los Angeles, CA 90024, and 4000 S. Main Street, Los Angeles, CA 90037.

Trustees Present

C. Vaquerano (remote), G. Straub, J. Lucente, M. Green, M. Keipp

Trustees Absent

A. Reza, S. Mendoza

Guests Present

I. Castillo, L. Simonsen, R. Duenas, R. Ruiz, Ryan Bradford, Y. King-Berg, Y. Zubia

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Sep 25, 2017 at 6:32 PM.

C. Flag Salute

D. Additions/Corrections to Agenda

E. Approve August 7, 2017 Minutes

J. Lucente made a motion to approve minutes from the Regular Board Meeting on 08-07-17 Regular Board Meeting on 08-07-17.

M. Keipp seconded the motion.

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

Roll Call

A. Reza Absent
C. Vaquerano Aye
S. Mendoza Absent
G. Straub Aye
J. Lucente Aye
M. Green Aye
M. Keipp Aye

II. ITEMS SCHEDULED FOR INFORMATION

A. Transfer of CTEIG Funds

Vaughn Next Century Learning Center has agreed to be the lead fiscal agent for the CTEIG Grant. The CDE approved the new MOU which made the request to change the lead fiscal agent for the grant. All of the schools in the grant have agreed to this change and have signed off on the new MOU. There will be one more check made out to Monsenor Oscar Romero Charter School that will have to be passed through to Vaughn. The last installment will go directly to Vaughn in their name.

B. Facilites Update

The steel framing has started going up for the administration building and more concrete was discovered, but it was not a set back. August 15, 2018 is the estimated completion date and keys will be given 60 days after the completion date.

C. Risk Management and Safety Trainings

All staff have completed the mandated reporter and bloodborne pathogens trainings and have 3-4 sexual harassment trainings due by October 15, 2017.

D. LAUSD Charter Schools Division Oversight Process

Some certification papers are due to the District October, 15, 2017. The oversight visits are as follows:

- Bert Corona - December 1, 2017
- Bert Corona Charter High - December 5, 2017
- Monsenor Oscar Romero - TBA

E. Committee/ Council Reports

F. Directors' Reports

G. Executive Director's Report

III. CONSENT AGENDA ITEMS

A. Background

B. Consent Items

President, Gene Straub removed item 2 from the consent agenda.
J. Lucente made a motion to Approve items 1, 3, and 4 of the consent agenda.

M. Keipp seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Vaquerano Aye
J. Lucente Aye
M. Green Aye
A. Reza Absent
G. Straub Aye
M. Keipp Aye
S. Mendoza Absent

J. Lucente made a motion to Approve consent item #2 with the edits.
M. Keipp seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

G. Straub Aye
A. Reza Absent
J. Lucente Aye
M. Keipp Aye
C. Vaquerano Aye
M. Green Aye
S. Mendoza Absent

IV. ITEMS SCHEDULED FOR ACTION

A. 17-18 YPICS Board Calendar

M. Keipp made a motion to approve the revised 2017 - 2018 Board Meeting Calendar.
J. Lucente seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Vaquerano Aye
S. Mendoza Absent
M. Keipp Aye
A. Reza Absent
G. Straub Aye
M. Green Aye
J. Lucente Aye

B. Budget Update

C. June 2017 Unaudited Financials

Janelle Ruley arrived at 6:52.
J. Lucente made a motion to approve the June 2017 Unaudited Financials.
M. Keipp seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green Aye
J. Lucente Aye
G. Straub Aye
A. Reza Absent
S. Mendoza Absent
M. Keipp Aye
C. Vaquerano Aye

D.

AD HOC Committee for Board Membership - Recommending Michael Green

M. Keipp made a motion to accept the recommendation for add Michael Green on as a YPI Charter Schools, Inc Board Member.

J. Lucente seconded the motion.

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

Roll Call

S. Mendoza Absent

C. Vaquerano Aye

A. Reza Absent

M. Keipp Aye

G. Straub Aye

J. Lucente Aye

E. Recommendation to Approve Slate of Directors for 2017-2018

V. CLOSED SESSION

A. Conference with Legal Counsel - Anticipated Litigation

Went into Closed Session at 7:06 PM.

VI. OPEN SESSION

A. Items Scheduled for Action

No action was taken in closed session.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:30 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Fall 2017 Parent Experience Survey

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: A. Fall 2017 Parent Experience Survey
Purpose: FYI
Submitted by:
Related Material: YPICS_ Fall 2017 Parent Experience Survey.pdf

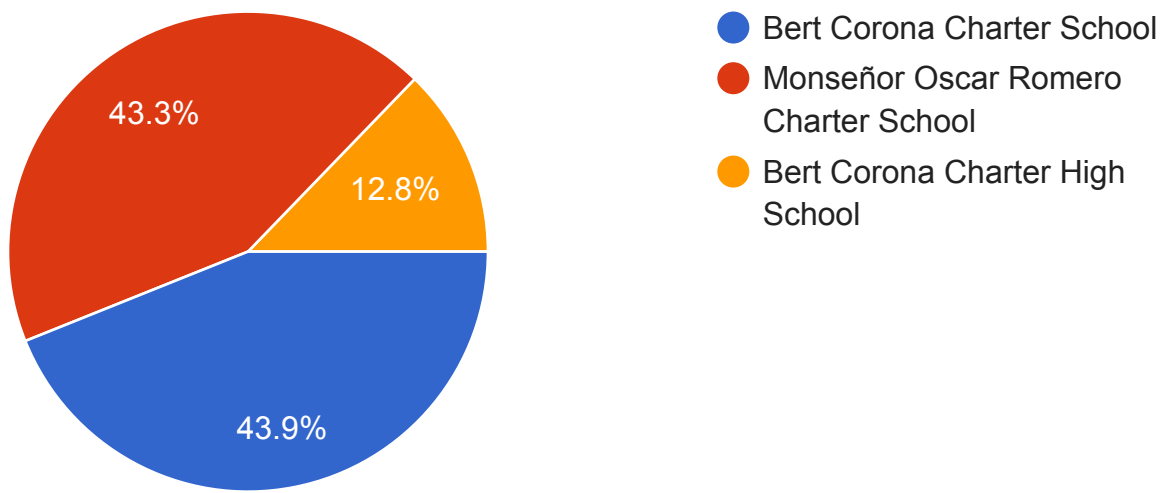


YPICS: Fall 2017 Parent Experience Survey

321 responses

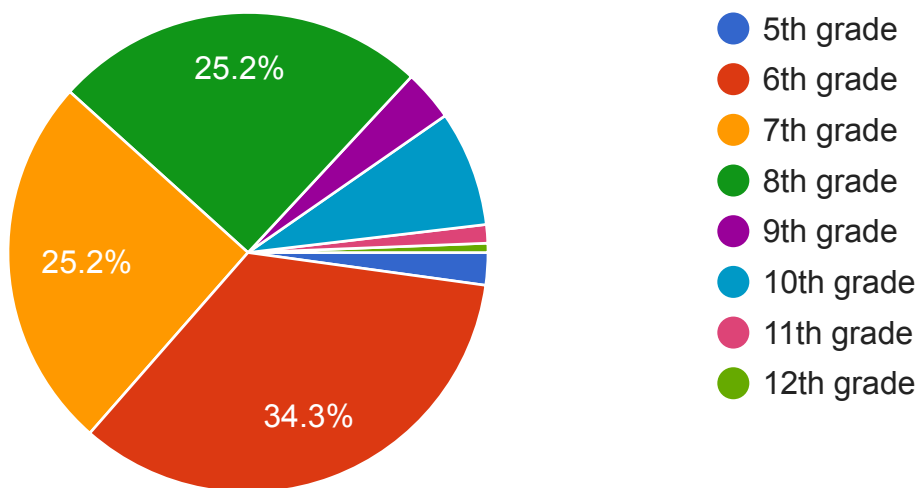
School Name / Nombre de la escuela

321 responses



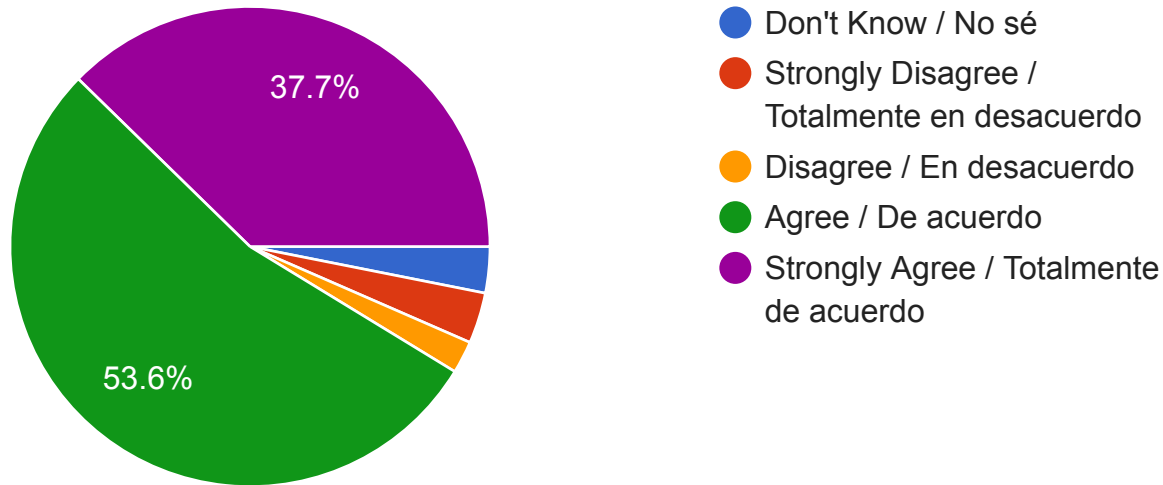
My child is in... / Mi hijo está en ...

321 responses



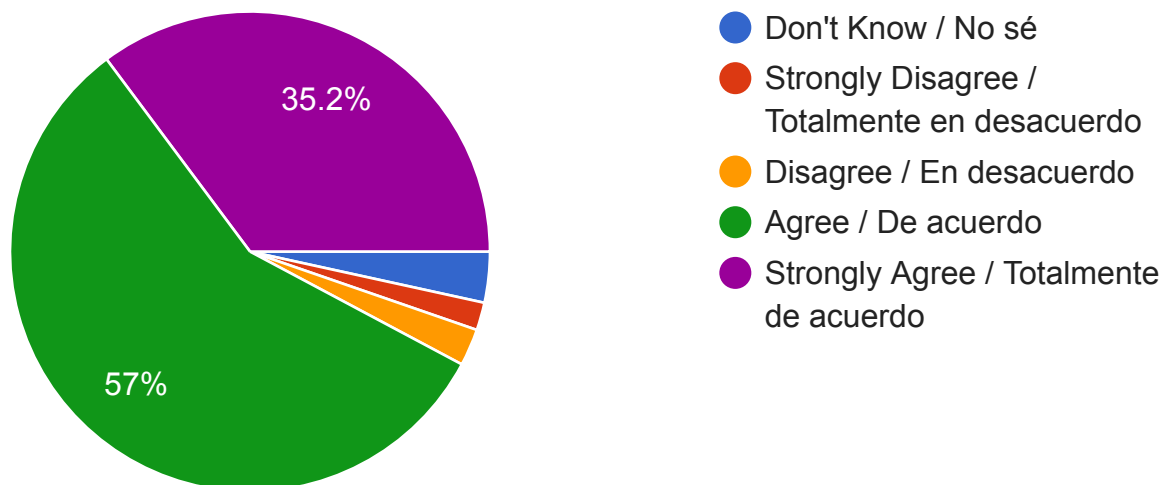
1A. The school informs me about academic services available to help my child. / A. La escuela me informa acerca de los servicios académicos disponibles para ayudar a mi hijo.

321 responses



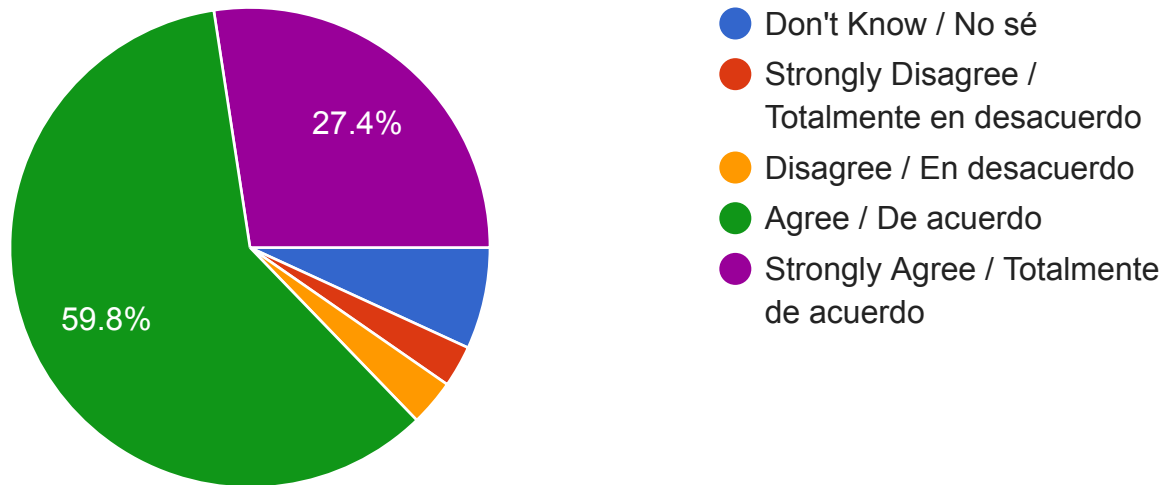
1B. The school offers me opportunities to participate in councils/parent organizations. / B. La escuela me ofrece la oportunidad de participar en los consejos / organizaciones de padres.

321 responses



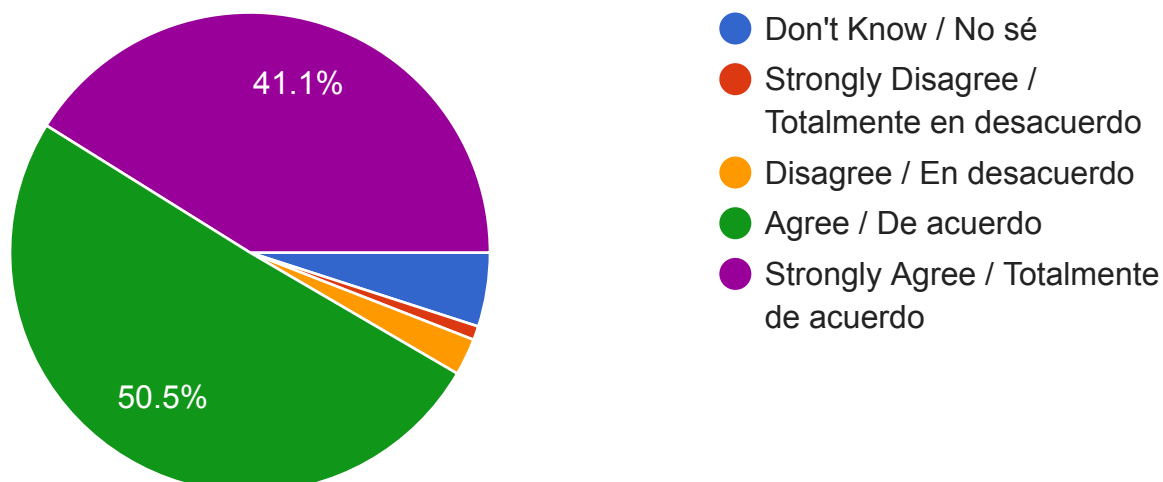
1C. The school offers parent trainings when I can attend. / C. La escuela ofrece cursos de formación de mis padres cuando yo pueda asistir.

321 responses



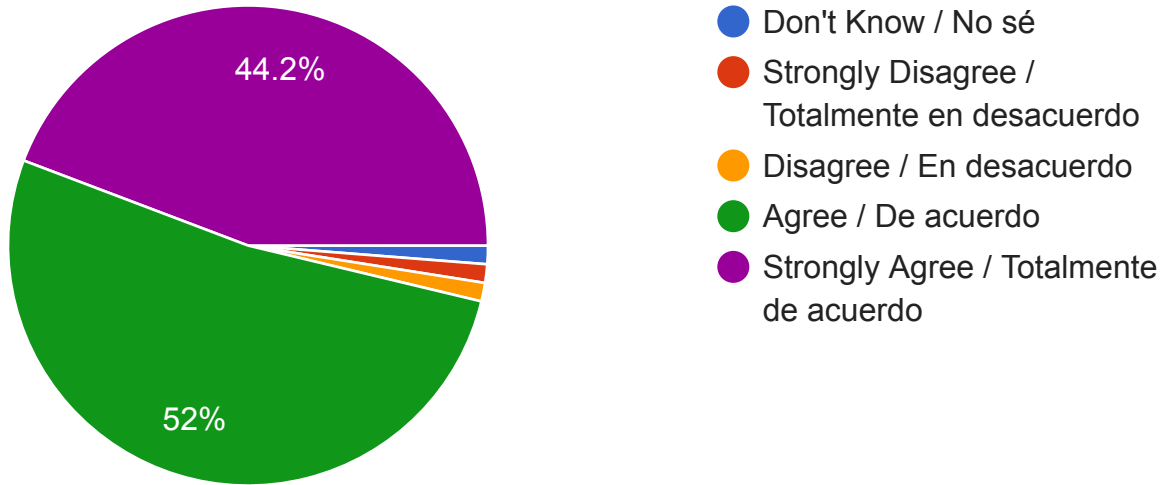
1D. An administrator is always available when I would like to speak with them or if I need to discuss a concern. / D. Tenemos administradores disponibles para responder cualquier pregunta o inquietud.

321 responses



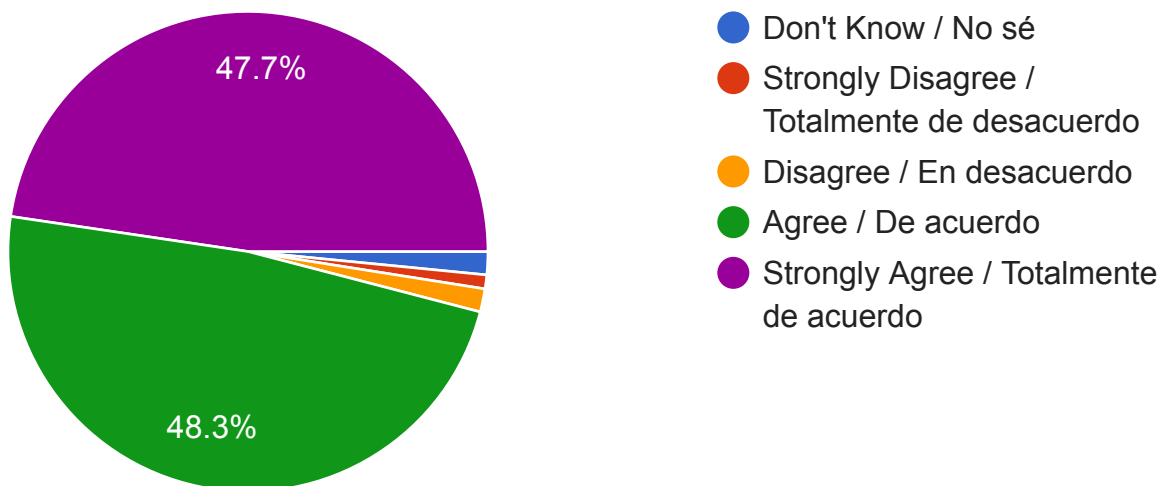
2A. I feel welcome to participate at this school. / A. Me siento bienvenido a participar en esta escuela.

321 responses



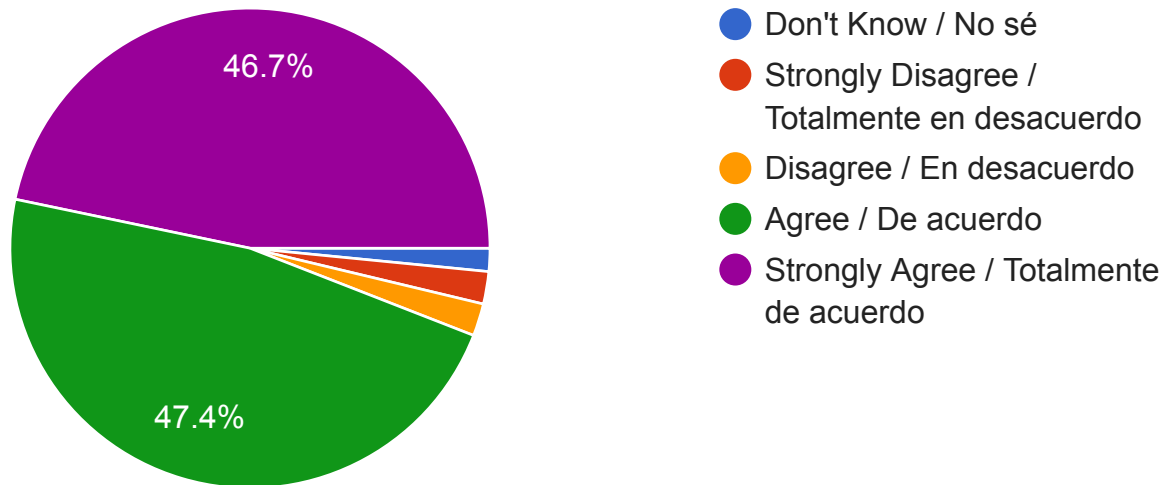
2B. My culture is respected at this school. / B. Mi cultura es respetada en esta escuela.

321 responses



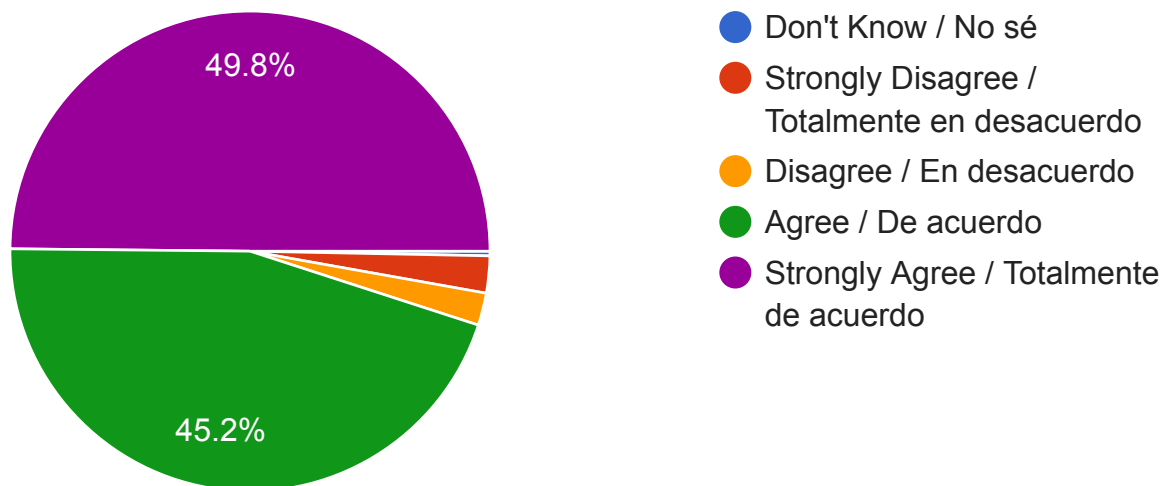
2C. If I need translation and interpretation, services are readily available. / C. Si necesito traducción e interpretación, los servicios están fácilmente disponibles.

321 responses



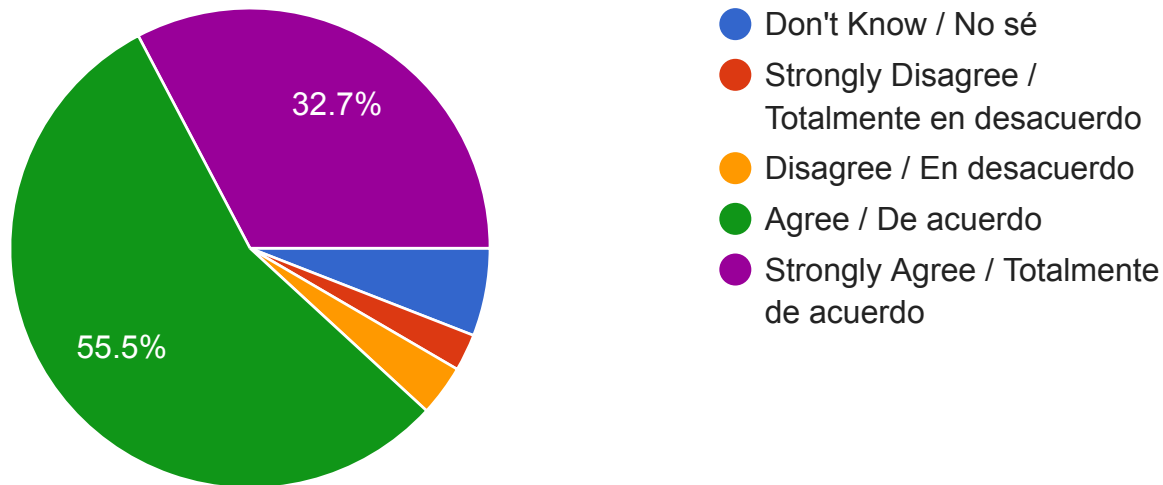
2D. The office staff treats me with respect. / D. El personal de la oficina me trata con respeto.

321 responses



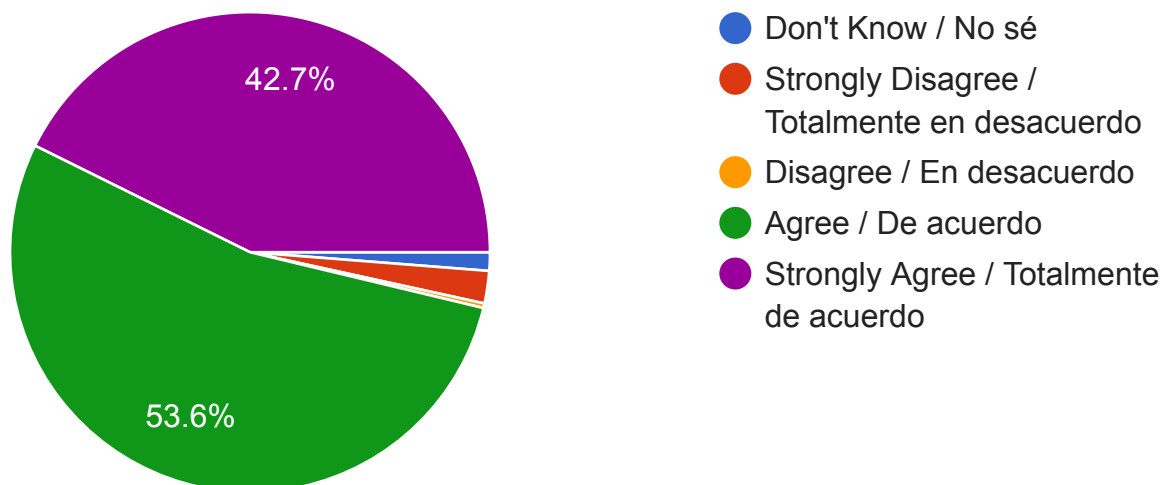
2E. Staff members at the school take my complaints and suggestions seriously. / E. Los miembros del personal de la escuela a toman mis quejas y sugerencias en serio.

321 responses



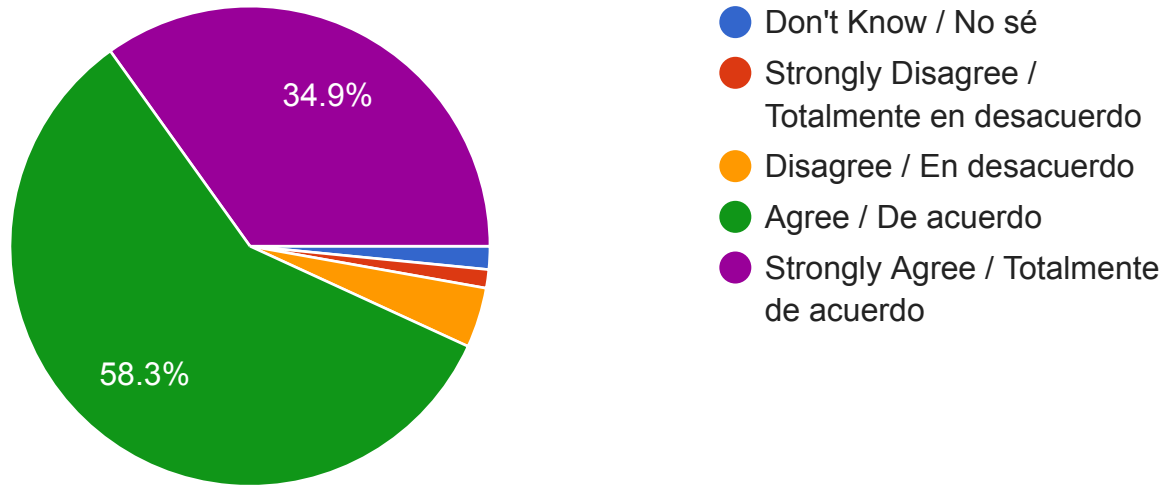
2F. The school lets me know about school rules and policies. / F. La escuela me permite saber acerca de las reglas y políticas escolares.

321 responses



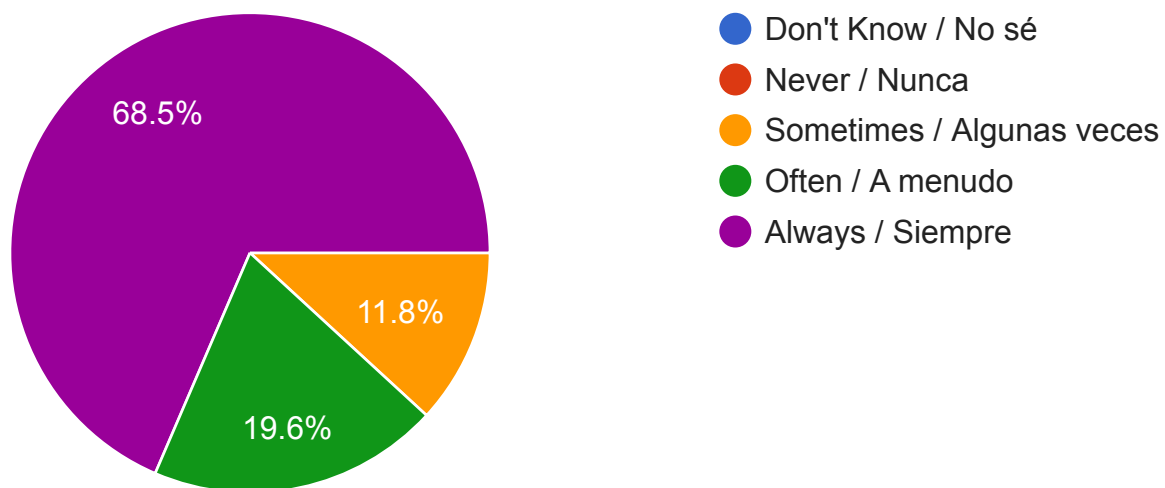
2G. The school gives me enough notice about things that are happening at the school. / G. La escuela me da suficiente información de las cosas que están sucediendo en la escuela.

321 responses



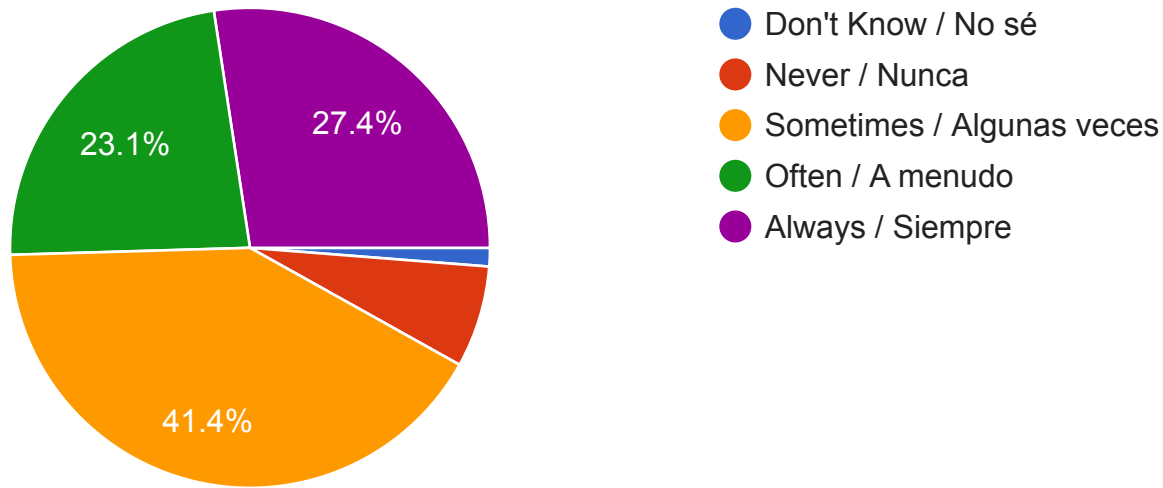
3A. I talk to my child about school. / A. Hablo con mi hijo sobre la escuela.

321 responses



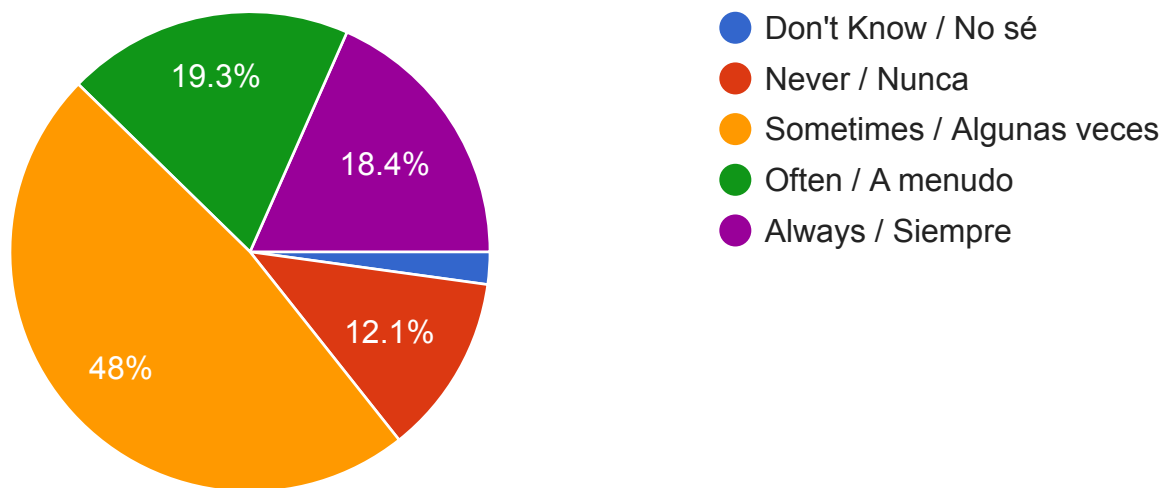
3B. I spend time with my child working on creative activities. / B. Paso tiempo con mi hijo trabajando en las actividades creativas.

321 responses



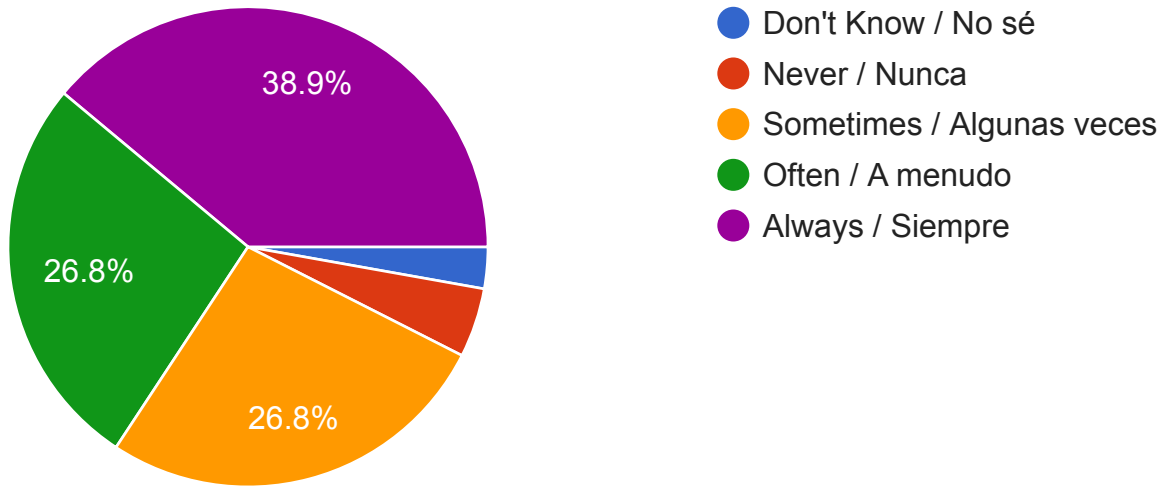
3C. I take my child to educational places in the community. (e.i. library, museum, zoo) / C. Llevo a mi hijo a los lugares de educación en la comunidad. (Ej: biblioteca, museo, zoológico)

321 responses



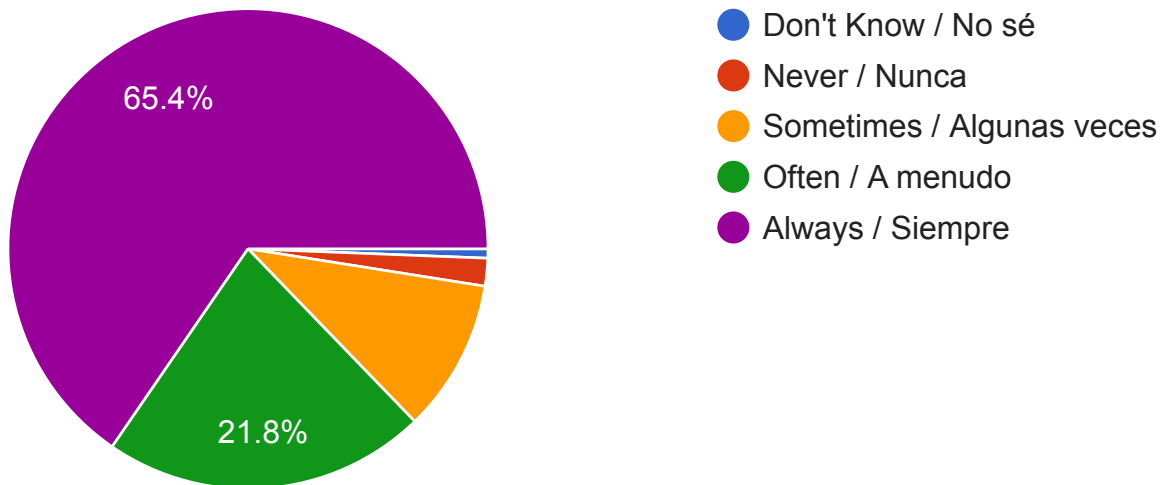
3D. I review my child's schoolwork. / D. Puedo revisar las tareas escolares de mi hijo.

321 responses



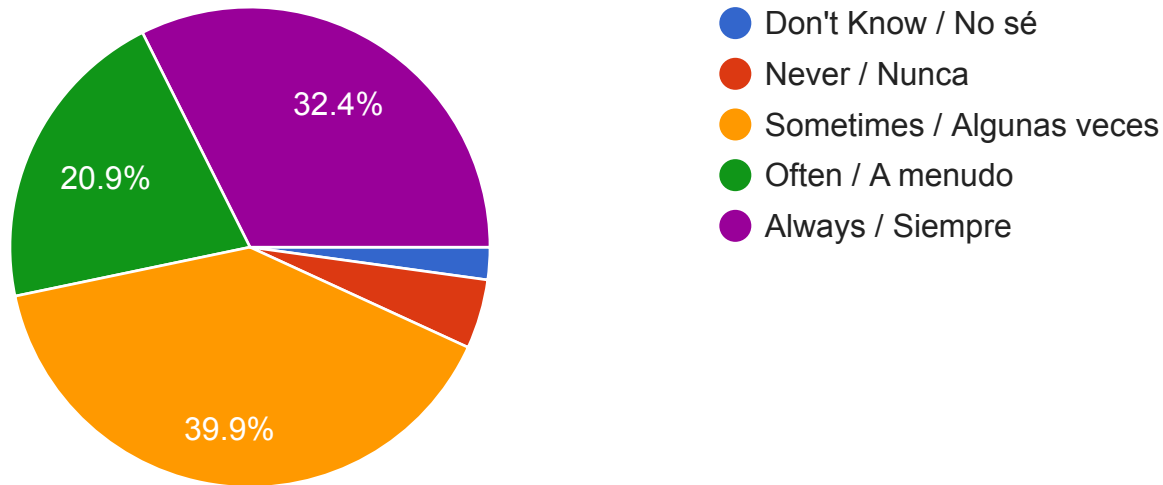
3E. I provide materials to help my child learn. / E. Proveo materiales para ayudar a mi hijo a aprender.

321 responses



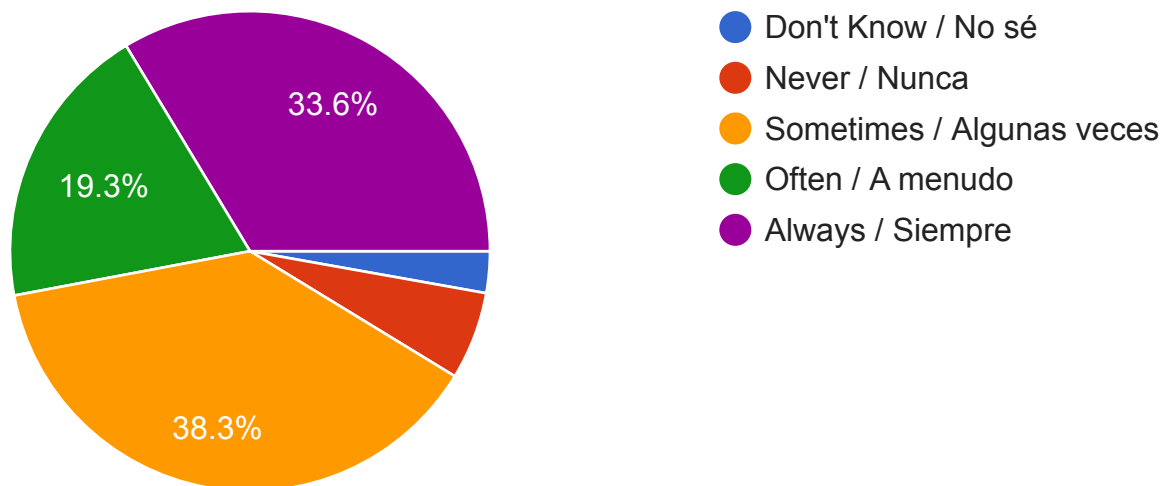
4A. I talk with the teacher(s) about my child's schoolwork. / R. Hablo con el maestro (s) sobre el trabajo escolar de mi hijo.

321 responses



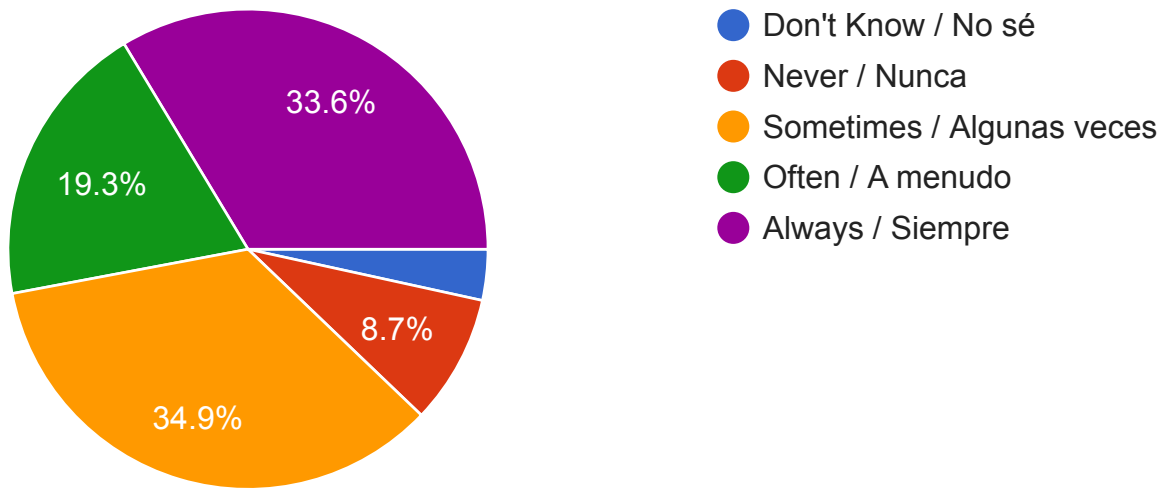
4B. I talk with the teacher(s) about how I can help my child learn at home. / B. Hablo con el maestro (s) acerca de cómo puedo ayudar a mi hijo a aprender en casa.

321 responses



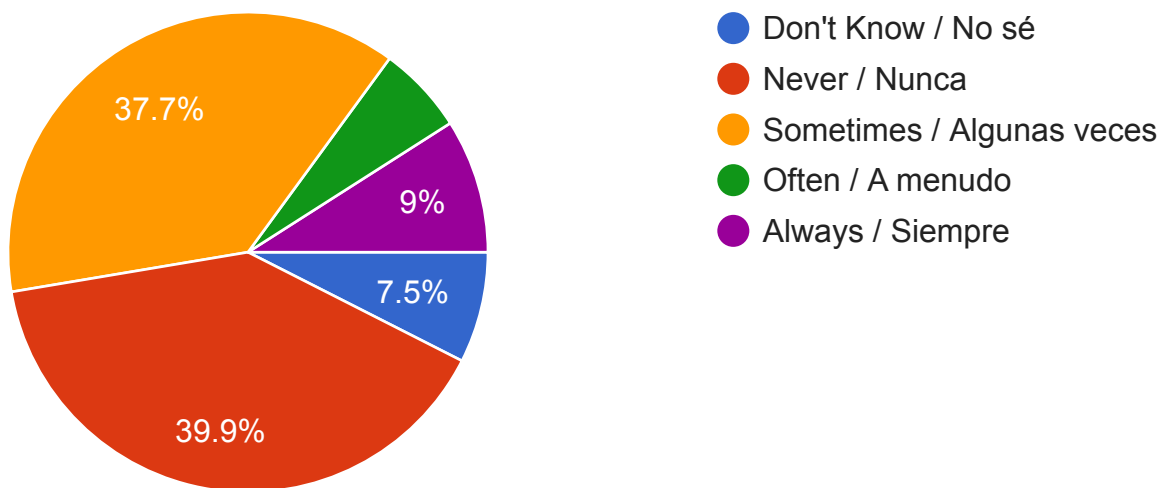
4C. I talk with the teacher(s) about how my child gets along with his/her classmates at school. / C. Hablo con el maestro (s) acerca de cómo mi hijo se lleva bien con su / sus compañeros de clase en la escuela.

321 responses



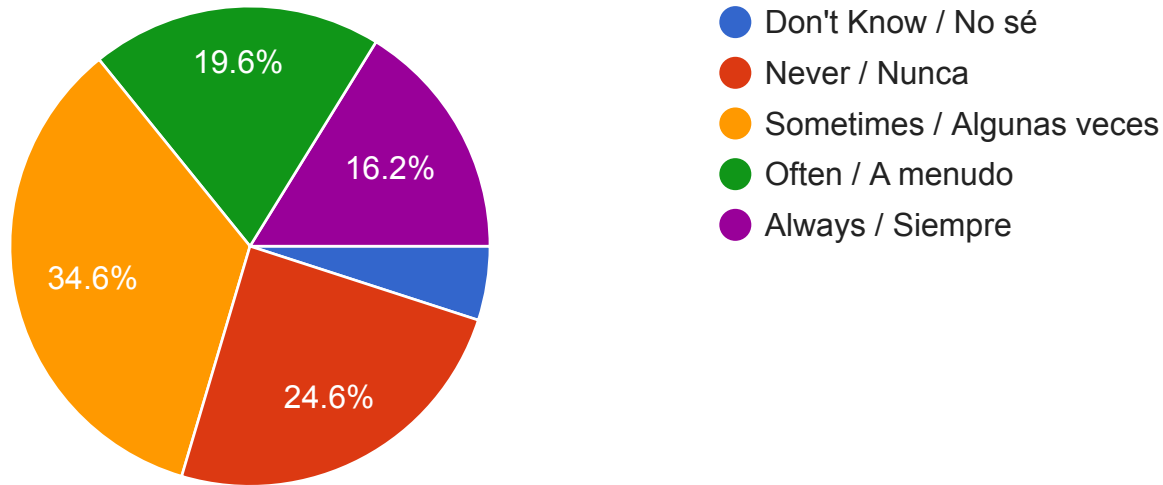
4D. I volunteer at my child's school. / D. Soy voluntario(a) en la escuela de mi hijo.

321 responses



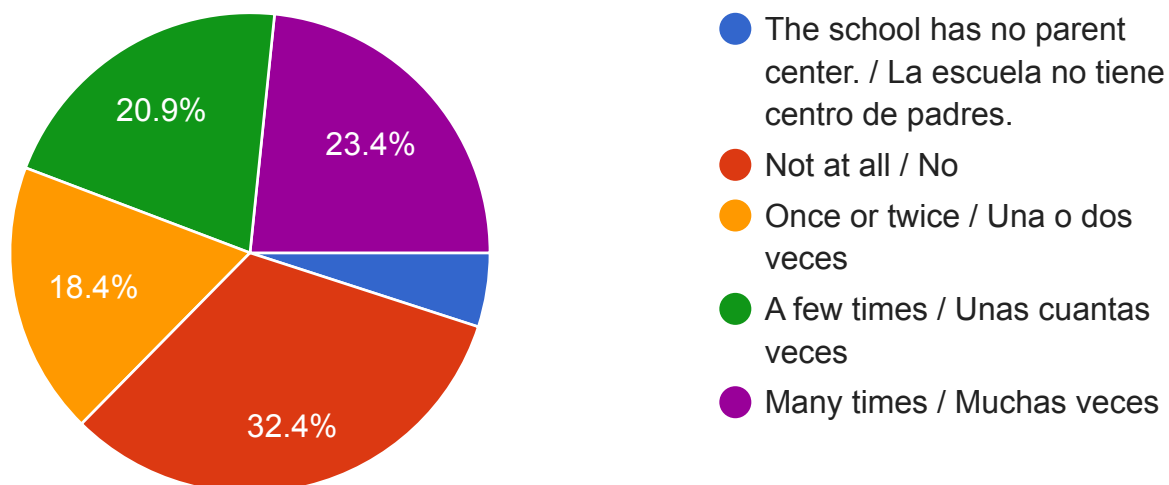
4E. I talk with other parents about school meetings and events. / E. Puedo hablar con otros padres acerca de las reuniones y eventos escolares.

321 responses



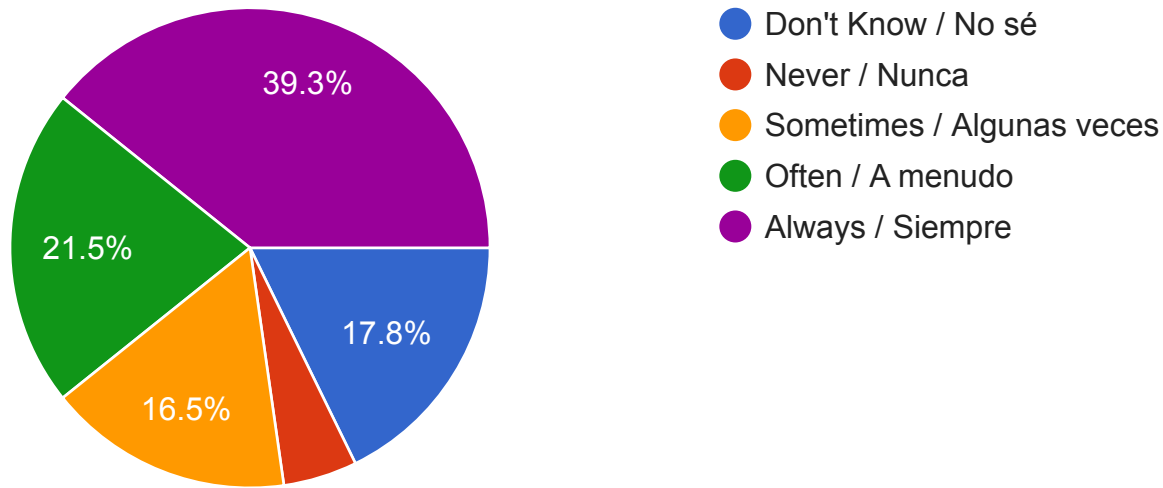
5A. I have visited the parent center during the past year. / A. He visitado el centro de padres durante el año pasado.

321 responses



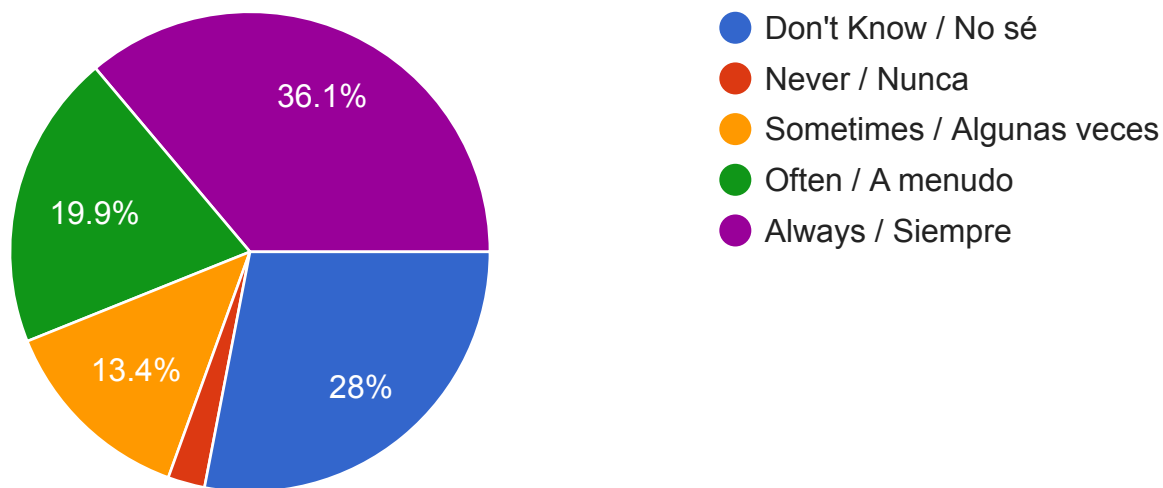
5B. I feel comfortable visiting the parent coordinator. / B. Me siento a gusto al visitar al coordinador de padres.

321 responses



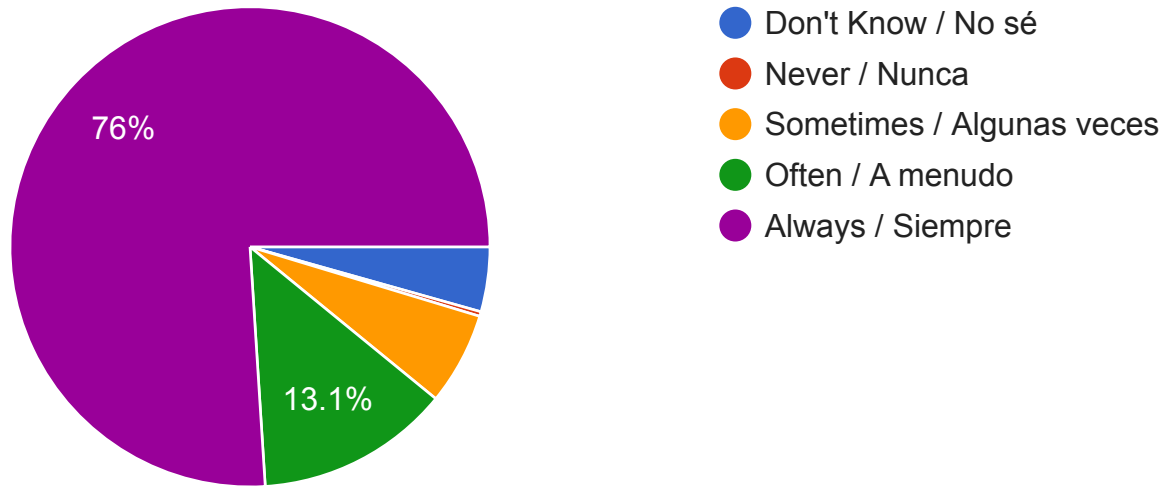
5C. The parent coordinator is available at times I can visit. / C. El coordinador de padres está disponible en horarios disponibles para mi visita.

321 responses



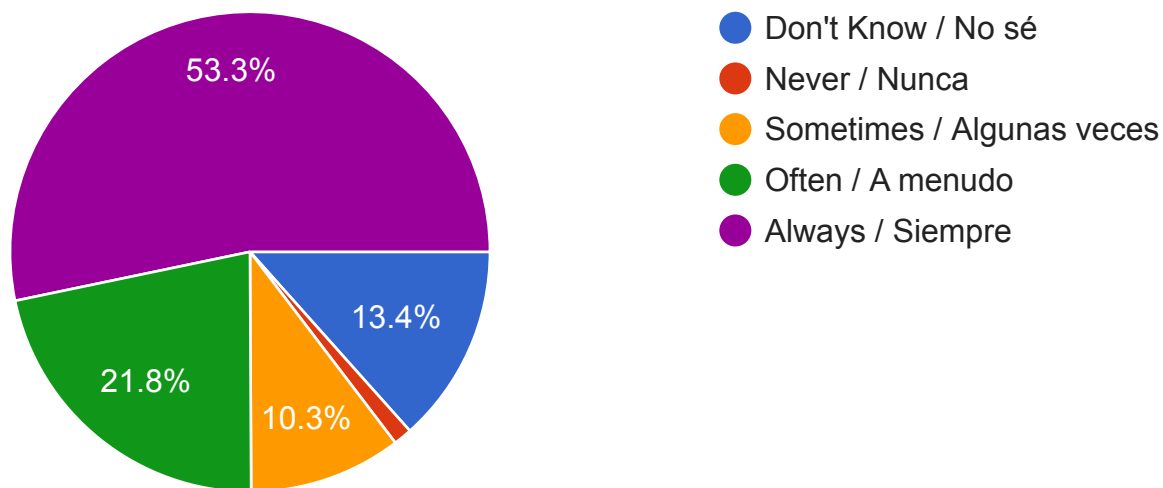
6A. My child is safe on school grounds. / A. Mi hijo está seguro en la escuela.

321 responses



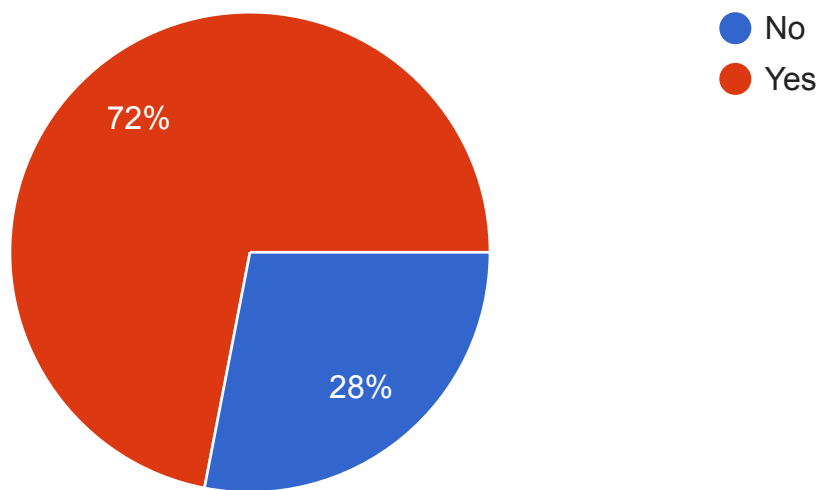
6B. My child is safe in the neighborhood around the school. / B. Mi hijo está seguro en el vecindario alrededor de la escuela.

321 responses



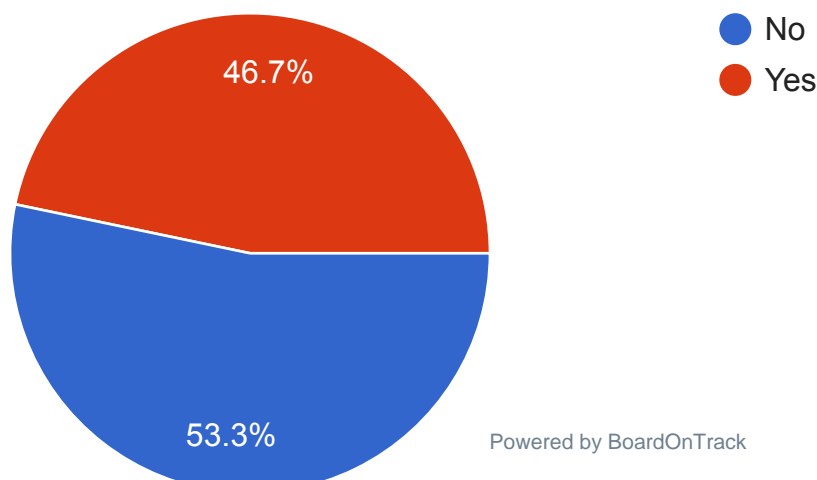
7A. I am aware that the California Labor Code Family-School Partnership Act allows parents to take time off work to participate in activities at their child's school or day care facility. / A. Soy consciente de que el Código Laboral de California Familia-Escuela Ley de Asociación permite a los padres a ausentarse del trabajo para participar en actividades en la escuela de sus hijos o guardería.

321 responses



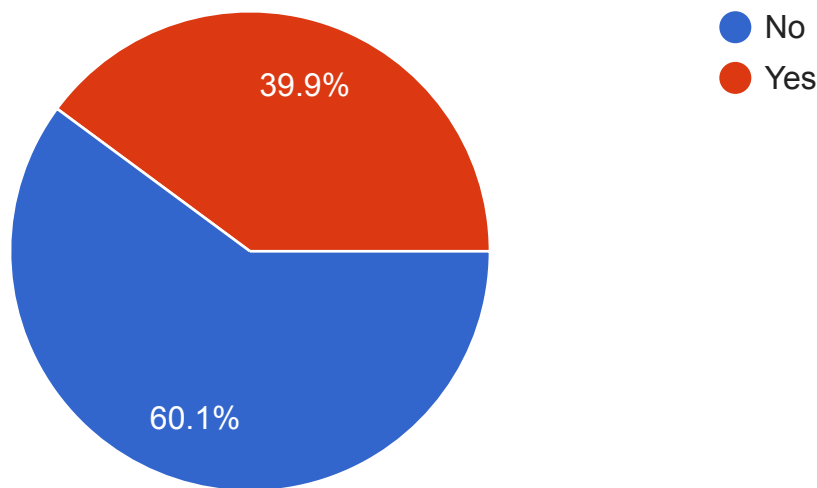
7B. I have requested time off work to participate in activities at my child's school. / B. He pedido más tiempo libre para participar en las actividades en la escuela de mi hijo.

321 responses



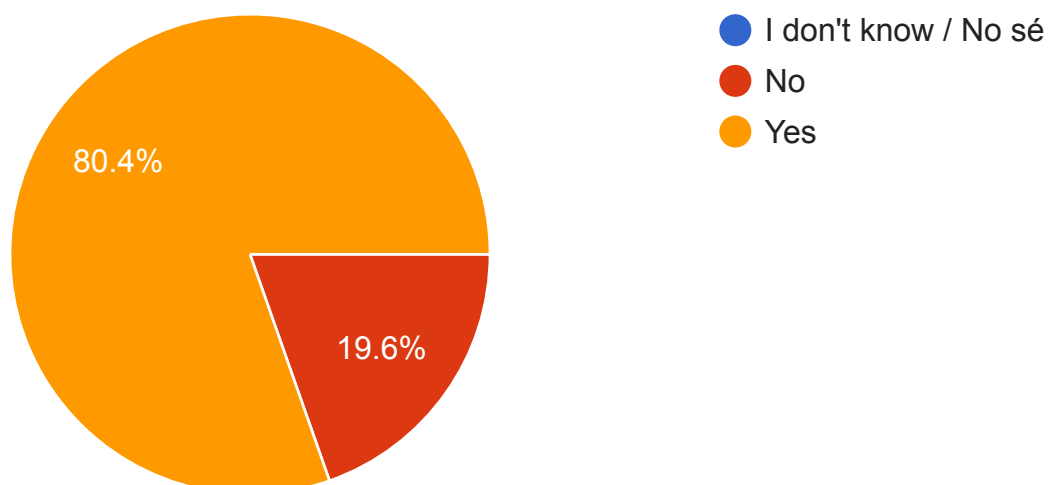
7C. I have encountered barriers in taking work time off to participate in activities at my child's school. / C. Me he encontrado con barreras en la toma de tiempo de trabajo para participar en las actividades de la escuela de mi hijo.

321 responses



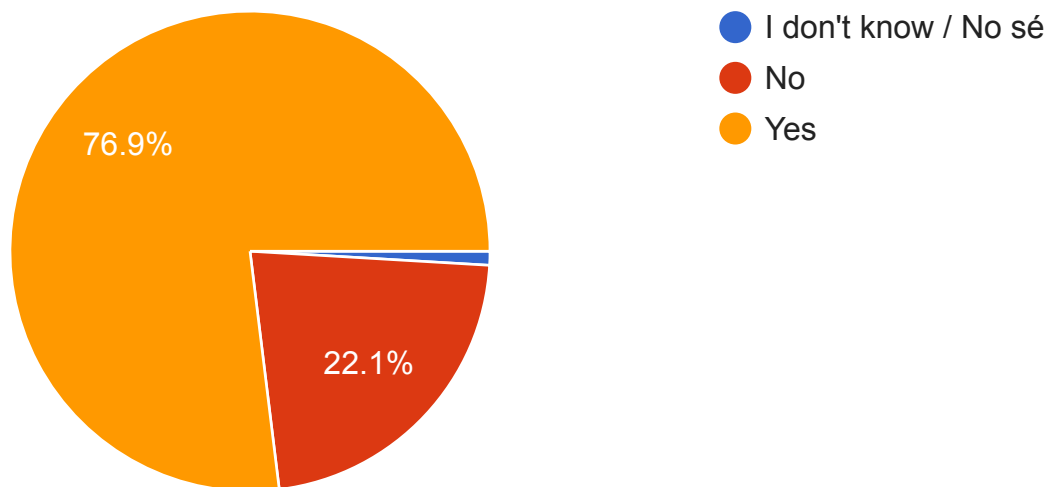
8A. I have a computer at home. A. Tengo una computadora en casa.

321 responses



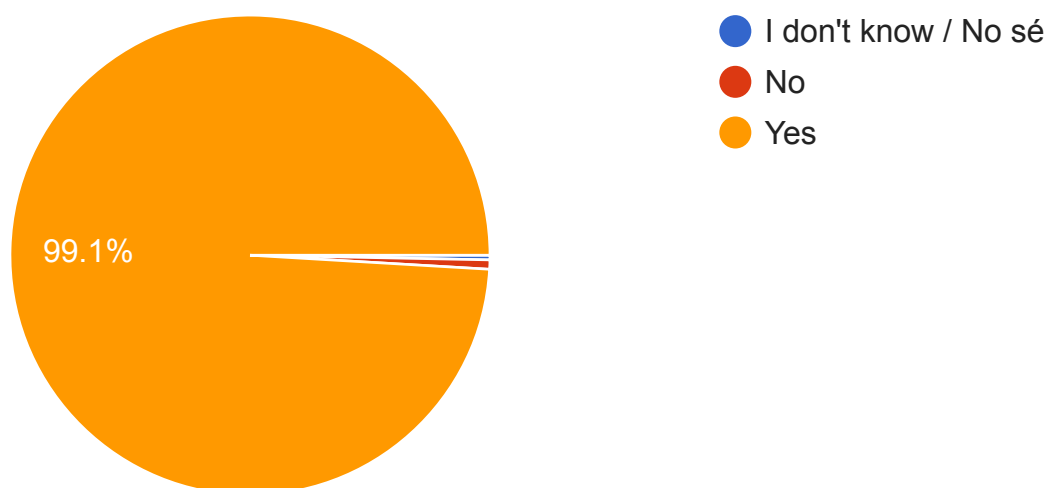
8B. I have a computer at home with Internet access. / B. Tengo una computadora en casa con acceso a Internet.

321 responses



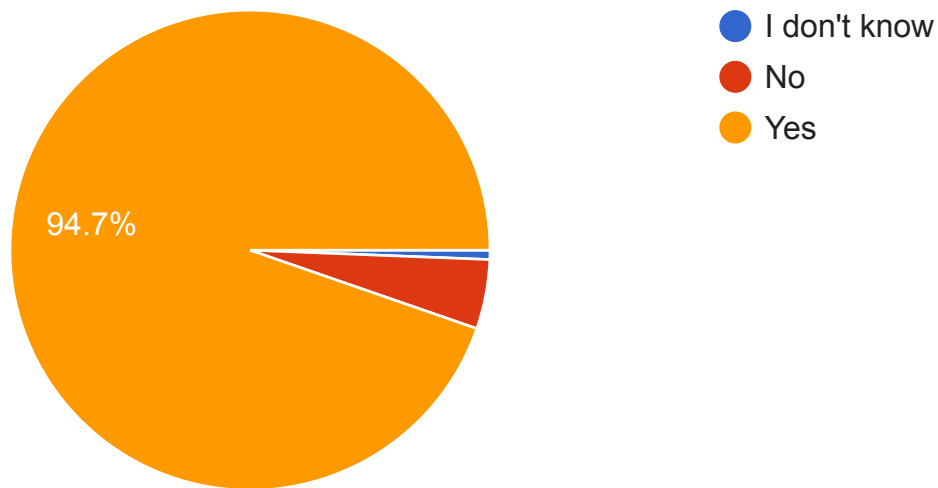
8C. I have a mobile/cell phone. / C. Tengo un teléfono móvil / celular.

321 responses



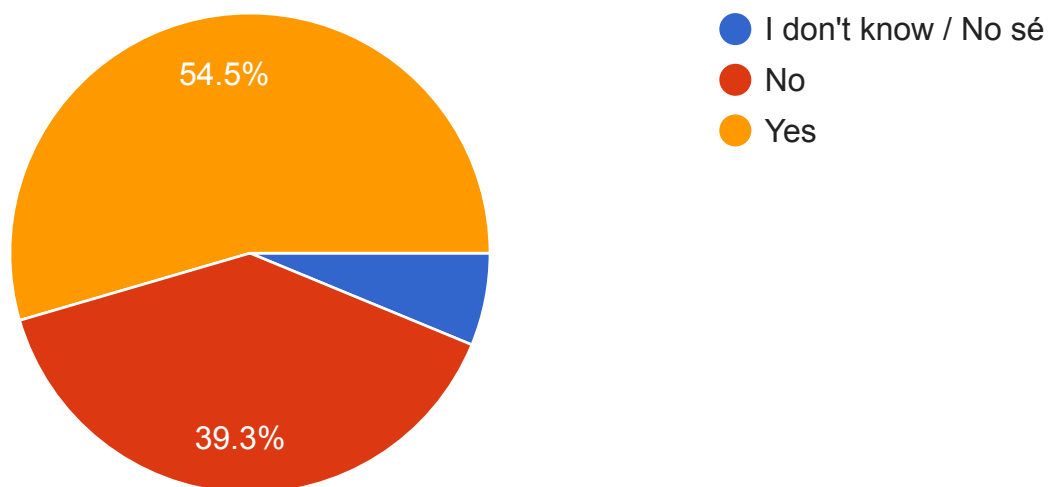
8D. I have a mobile/cell phone with Internet access. / D. Tengo un teléfono móvil / celular con acceso a Internet.

321 responses



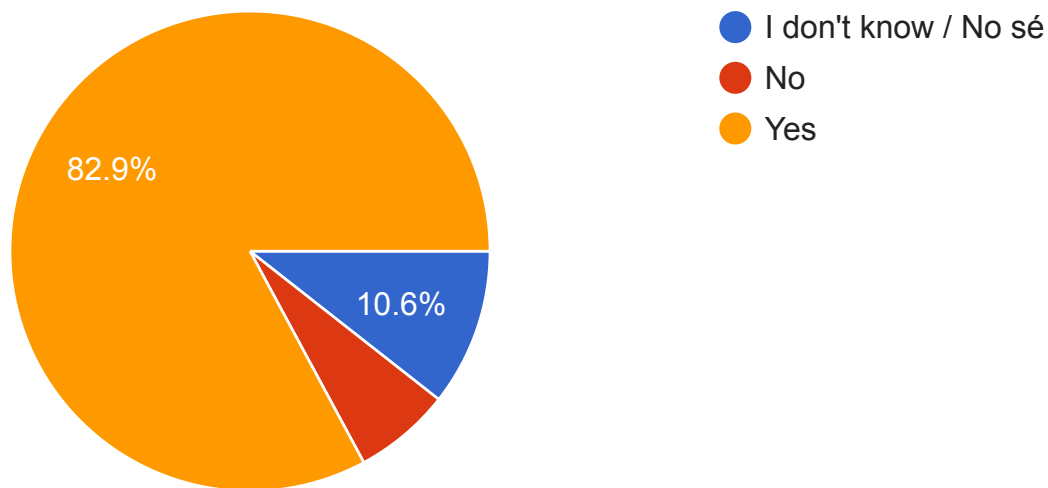
8E. I would prefer to receive school correspondence by email. / E. Yo preferiría recibir correspondencia de la escuela por correo electrónico.

321 responses



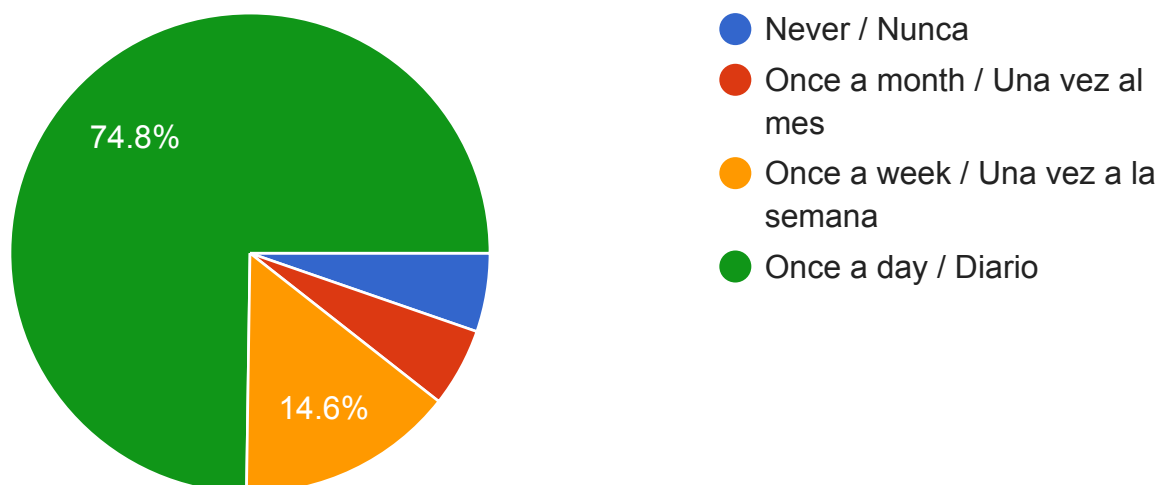
8F. Has your school informed you about the availability of Illuminate? F. ¿Su escuela le informó acerca de la disponibilidad de Illuminate?

321 responses



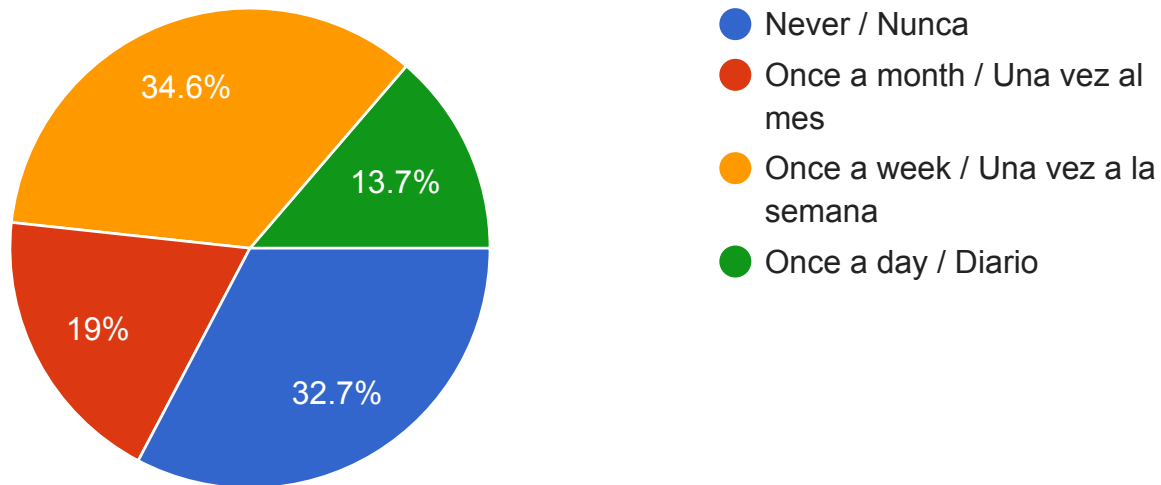
8G. How often do you use the Internet? / G. ¿Con qué frecuencia utiliza el Internet?

321 responses



8H. Since the beginning of this school year, about how often have you accessed Illuminate? / H. Desde el comienzo de este año escolar, acerca de ¿cuántas veces ha accedido Illuminate?

321 responses



9A. Do you have any additional comments regarding our uniform policy? / ¿Tiene algún comentario adicional sobre nuestra política de uniformes?

321 responses

no (161)
No (23)
n/a (10)
No. (6)
N/A (5)
NO (4)
no (4)
No (4)
n0 (3)

no (3)

no. (2)

ninguno (2)

None

me gustaría q todos los niños vinieran con el uniforme adecuado.

No I have no comments

Can we change the P.E shirt to black and also school uniform to black and original.

ningun

Estoy discuerda con que los niños vengan con uniforme todos los días.

The comment that I have is about the sweaters that if they could wear any kind of sweater that is approved

Porque permiten q los ninos traigan sudaderas q no son los uniformes

todo esta bien me ayudan para q mi hijo avance

No I no comments.

No I do not.

none.

its good to have school uniform. the students should be able to wear sweat when is to cool.

uniform is always necessary

good

No, estoy satisfecha de que usen uniforme

no se

permitir otro tipo de sueter cuando sea temporada de lluvia con una nota del padre

porque estan delagados los sweteres?

Pantalones negros fueran una opción buena.

no tengo comentario

no

Sweaters use

I would love more sweater style. different style plus materials

That some girls wear skinny jeans or even shorts.

IDK

si me gusta

los felicitar chetar el uniforme todos o los dias en la entrada

no

Nein

ninguna

not really

no I like the policy it keeps and he looks professional

no estoy de acuerdo con todo

Que tengan en ves de khaki pantalones que tengan negros.

que esta bien

nos gustaría q cambien el color del pantalón del uniforme

no tent ninguna pregunta o comentario

pueden dar pantalones para P.E?

no

Para mi esta bien como,asi los niños se responsabilizan en vestir bien .

no tengo comentario sobre la póliza de uniformes

Can we bring a college sweatshirt even though it's not our grade color?

just the p.e uniform, change the white tee to a darker color :)

NoNo me an informado nada

No tenemos.

Pueden usar pantalones negros?

my only comment can be that it's to expencive

ninguna pregunta

not at the moment

no

i think is good the kids wear uniforms.

I think the price that we paid is somehow high for the uniforms.

not at this time

No the uniform policy is perfect with me

I as a parent do not have any addition comments about the school uniform.

The uniforms are fine.

No, not really.

None

not really I think is good that this school has the rule of wearing uniform all the time, and that the kids need to gain the ticket to get a free dress day.

I think it is great!!

No, ninguna gracias.

i like the idea of uniform

Nada

me gusta como esta con el uniforme

si quero que cambien.

no I'm happy with the uniform policy

No

todo bien

nope

Allow cargo shorts because it is sometimes difficult to find the right size.

No I don't have any additional comments

Yes because since 6th graders where black uniform its hot with them in the sun.

NO.

No tengo comentario.

No do not have any uniform regarding toward the uniform policy.

No gracias.

no todo esta bien

yes

I don't have comments.

no I dont have any comments

creo que es una buena idea que todos los alumnos tengan uniforme.
La apoyo.

I like the uniform I have no comments

The Color of the pants would be better if it was black or dark blue. The PE shirts need to be a different color as well because of all the sweating and playing outside it gets very dirty and it stains. White is also transparent and for girls it can be uncomfortable.

why do we have to purchase a different color of shirts every year?

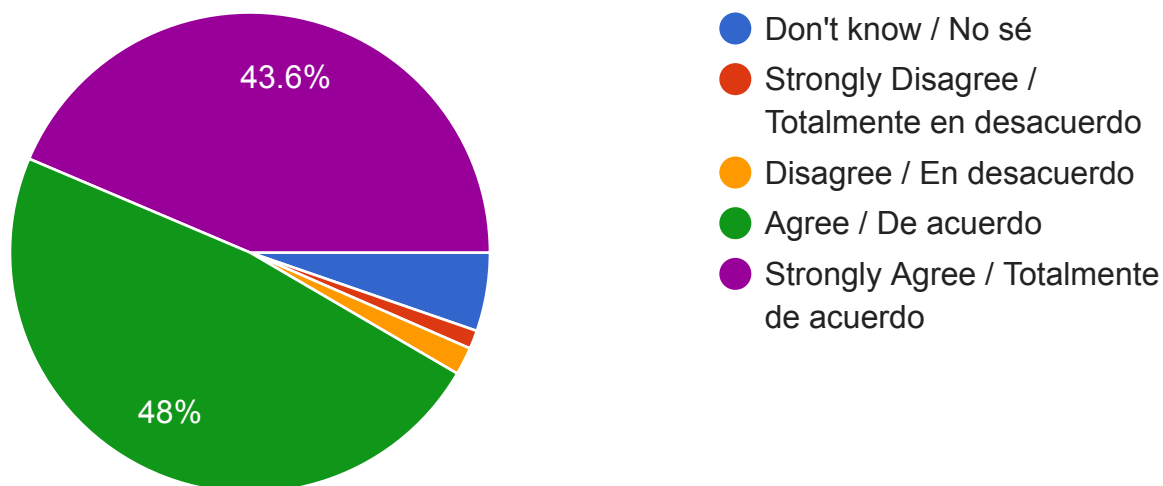
Pleas if you were so kind to change the color of the P.E shirt, gracias.

NO TENGO.

Other (6)

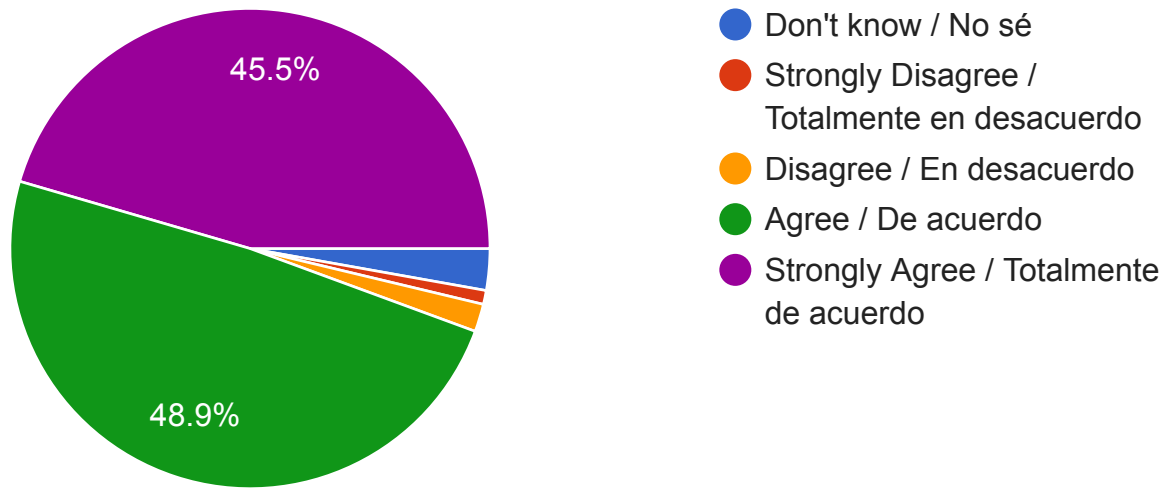
10. School promotes academic success. / La escuela promueve el éxito académico.

321 responses



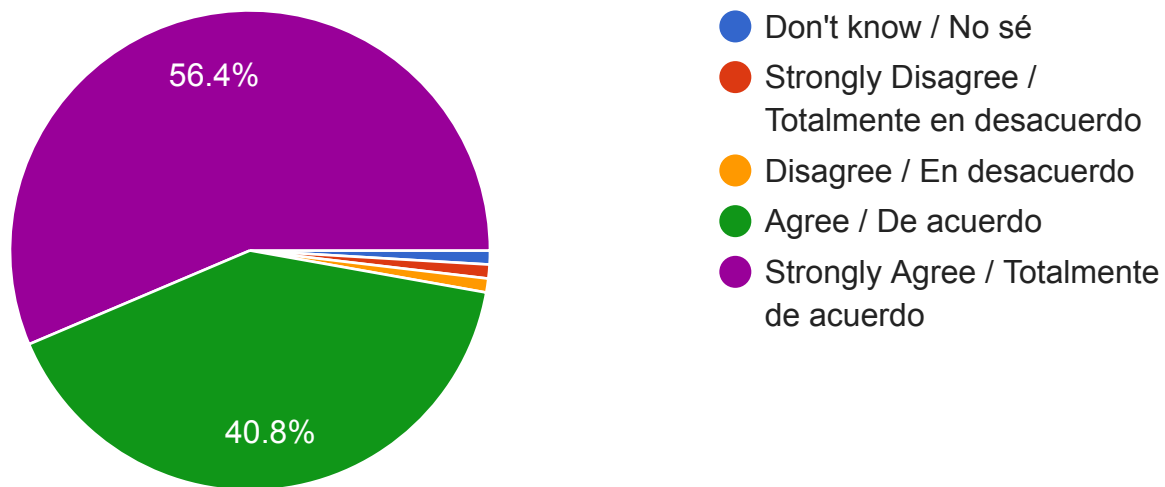
11. Books and materials my child uses help support his/her learning. / Libros y materiales que los niños usan ayudan a apoyar su aprendizaje.

321 responses



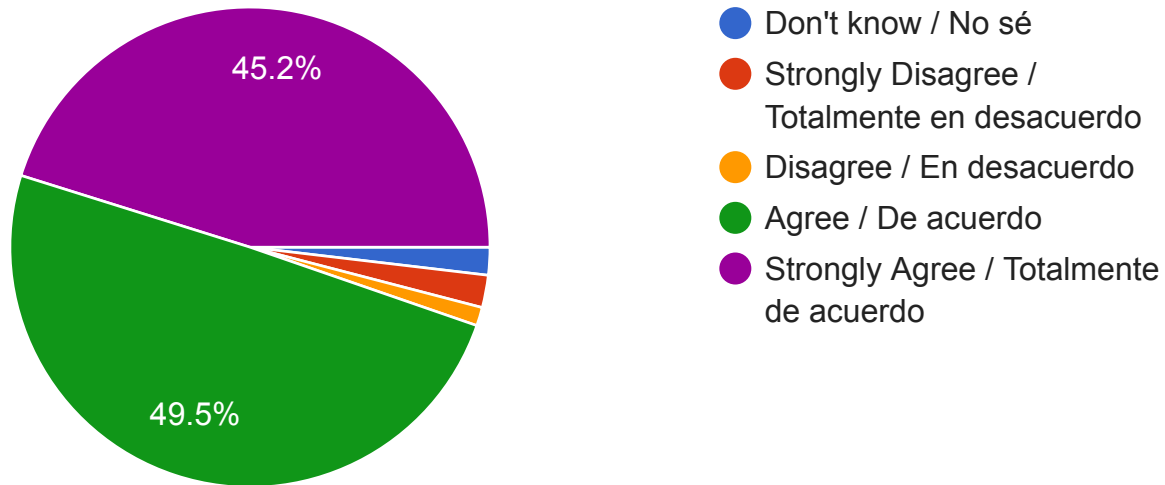
12. Encourages my child and promotes respect. / Anima al niño y promueve el respeto.

321 responses



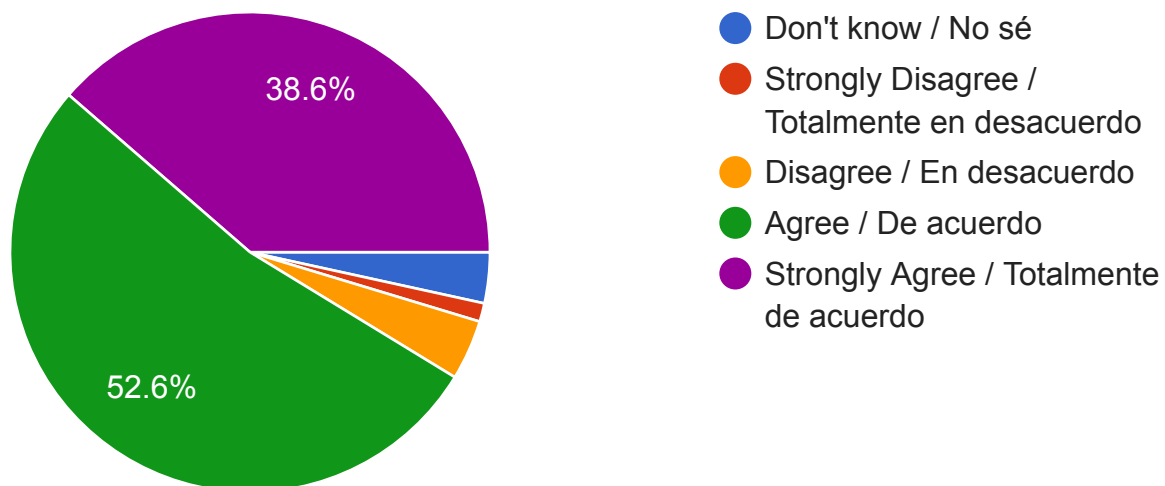
13. Homework helps develop my child's academic skills. / La tarea ayuda a desarrollar las destrezas académicas del niño.

321 responses



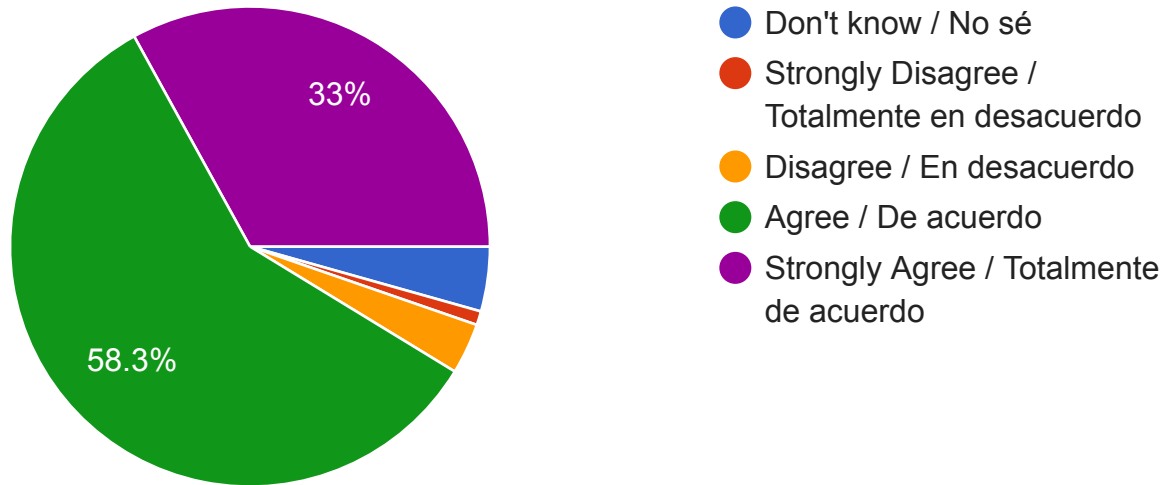
14. Receive information regularly. / Recibe información regularmente.

321 responses



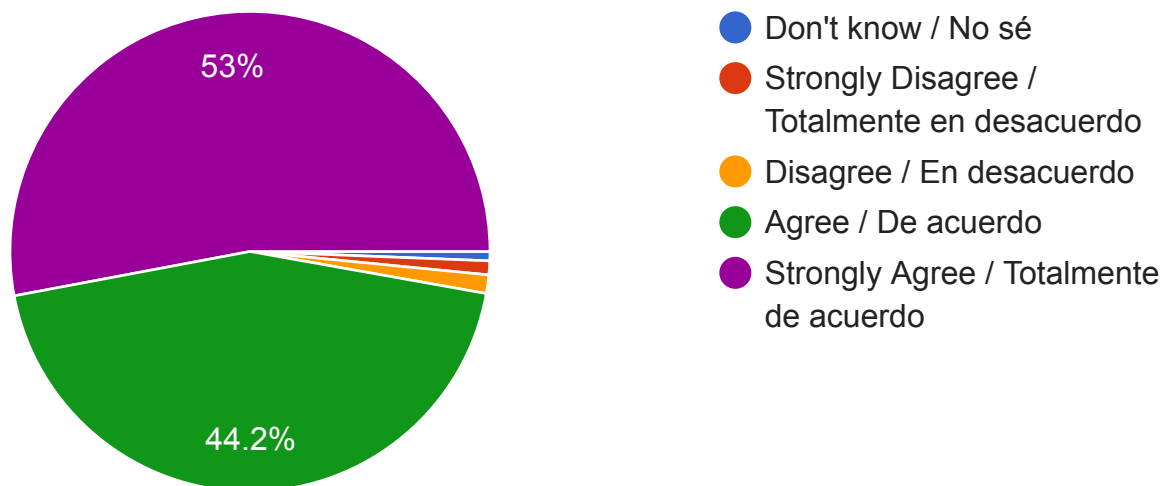
15. Meet with teacher to discuss my child's progress. / Me reúno con el maestro para discutir el progreso del niño.

321 responses

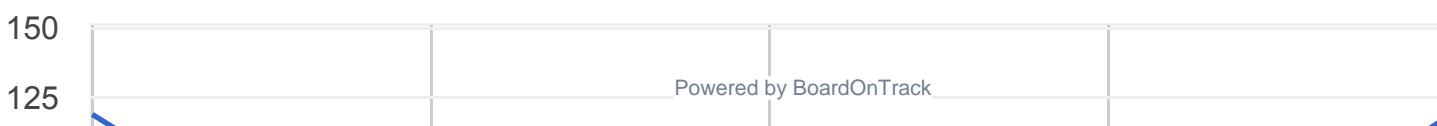


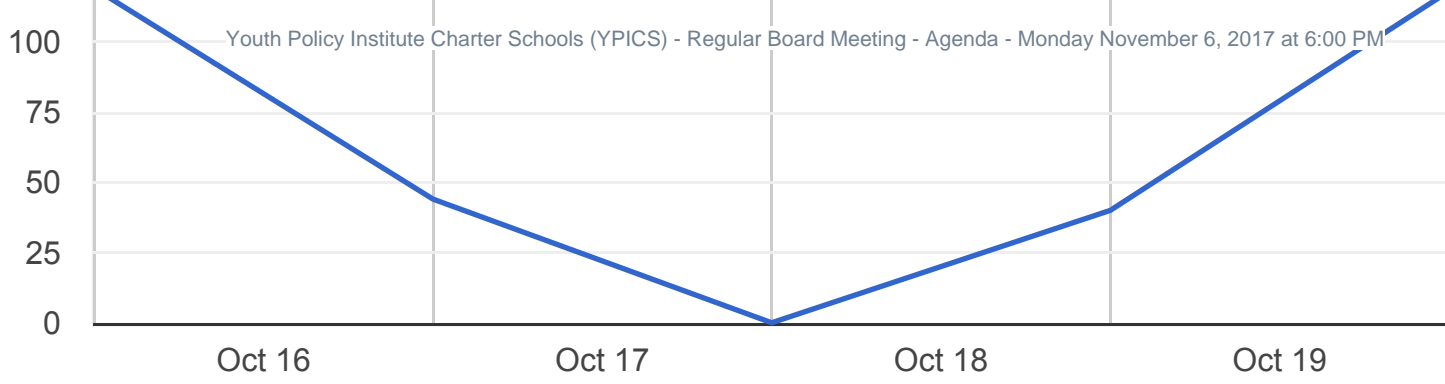
16. The school makes me feel welcomed and heard. / La escuela me hace sentir bienvenido y escuchado.

321 responses



Number of daily responses





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Google Forms

Coversheet

Compliance with LAUSD Resolution: "Keeping Parents Informed: Charter Transparency"

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: C. Compliance with LAUSD Resolution: "Keeping Parents Informed:
Charter Transparency"
Purpose: FYI
Submitted by:
Related Material:
Compliance with LAUSD Resolution- _Keeping Parents Informed- Charter Transparency_ .pdf



YPI CHARTER SCHOOLS

November 6, 2017

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

**SUBJECT: Compliance with LAUSD Resolution: “Keeping Parents Informed:
Charter Transparency”**

BACKGROUND

On January 12, 2016, Board Member Monica Ratliff brought forward a resolution to the LAUSD Board of Education which was approved by consent and titled, “Keeping Parents Informed: Charter Transparency”. The resolution is an extensive list of documents, which are to be available both manually and electronically to all parents, guardians and staff.

ANALYSIS

The list of documents is attached and presented to the Board as a reminder of the compliance required by the authorizing district at each of the YPI Charter Schools.

RECOMMENDATION

This is an information item only and no action is required.

Coversheet

Committee/ Council Reports

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: G. Committee/ Council Reports
Purpose: FYI
Submitted by:
Related Material: 17-18_School_Advisory_Council_Meeting_Notes_and_Agenda.pdf
BCCS Leadership Meeting 11-6-17.pdf
BCCS Academic Committee 10-23-17.pdf
MORCS_Leadership_Team_SMART_Goals.pdf
BCCS Culture & Climate Committee Mtg 11-2-17.pdf
17-18_Agenda_and_Minutes_Leadership_Meetings.pdf
17-18_Lever_Meeting_MORCS_Academic_Team.pdf

S.A.C. MEETING MINUTES:

Meeting Dates and Bookmarks	Team Members
<u>SAC Purpose and Background</u> <u>SAC Meeting Dates (2017-18)</u> <u>September 20, 2017</u> <u>October 18, 2017</u>	Kevin Myers, Executive Administrator Cynthia Jimenez, Parent Coordinator Juan Carlos Perez, Teacher Alan Lopez, Student Araceli Chimil, Student Elvia Gaxiloa, Parent Victor Tapia, Parent Maggie Mireles, Community Member Giovanny Hernandez, Community Member

Do you know the languages your team members speak? How can you show them that you know and appreciate those languages?

You won't necessarily be given an invitation to "know" someone? How can you take initiative to know and be known?

Where are the exclusion zones on your campus, places that feel like only certain people are accepted or feel accepted certain languages spoken? How can you influence those to become more widely accepting?

Who are the people that team members that feel unknown? ("I don't come to work to make friends...." bull)

Are you in a zone of exclusion? How do you change that?

Are you eating together regularly?

If we are talking TO each other about strategies and solutions, we are moving forward. If we are talking ABOUT each other as the problem, we are stuck.

SAC Meeting Agenda

Date: October 18, 2017

Attendees: Kevin Myers (EA),

Task	Timeframe	Notes/Outcome
<p>Check In: Check in:</p> <ul style="list-style-type: none"> ● How are you? ● Celebrations ● Concerns 	<p>5 min</p>	<p>Myers:</p> <ul style="list-style-type: none"> ● Feeling tired ● Celebrations: the staff ● Concerns: bullying <p>Elvia:</p> <ul style="list-style-type: none"> ● Meeting today for parents about bullying ● Not enough parents in the meeting today we need to make more parents aware <ul style="list-style-type: none"> ○ Cell phones and laptops have become baby sitters ● Feeling worried about her daughter who getting picked on. <p>Giovanny:</p> <ul style="list-style-type: none"> ● Feeling <i>busy</i>. Overbooked. There is a lot going on (world, charter schools) ● Celebrations: met with 9 parents last week mostly with new parents (knowing what charter schools are) ● Concerns: just being overbooked <p>Perez:</p> <ul style="list-style-type: none"> ● Feeling tired; parent conferences. It's a long week. Teachers feel like they are getting a chance to talk with kids and families that will help things run more smoothly in class. ● Excited about the new group of students elective. ● Concerns: PE; stretched thin. Working w

		<p>the 6th grade teachers to discuss PE restroom policy.</p> <p>Maggie:</p> <ul style="list-style-type: none"> ● Feeling happy to be home after 2 weeks travel. ● Celebrations: working on submitting to State Farm to ensure that we can continue with CASA in future years. <ul style="list-style-type: none"> ○ Rise above campaign started today for UnidosUS ○ How can we continue to combat the national concern of bullying. <p>Freddy:</p> <ul style="list-style-type: none"> ● Feeling determined; there's a lot going on and out of school. ● Has spent a lot of time reflecting and observing and has approached the October slump with a positive approach. ● Celebrations: excited about the new election changes. Kids get a chance to experience arts with Mr. Perez and other teachers. ● Bullying is a very prominent issue that has really escalated in recent years.
<p>Follow Up on Action Items: YPICS As Sanctuary Schools Discussion of Next Steps and Action Items from 9/20 meeting</p>	<p>10 min</p>	<p>Review resources (ACLU):</p> <p><u>Homepage: California Sanctuary Schools Campaign</u> <u>Model Sanctuary School Policy (Board)</u> <u>Parents Guide to School Board Advocacy</u> <u>Know Your Rights (Immigrant Students)</u> <u>Bullying and Harassment</u></p> <p>Make sure the policy includes the fact that CA is a sanctuary state and make sure the policy aligns</p>

<p>Follow Up on Action Items: Drop off Zone Discussion of Next Step and Action Items from 9/20 meeting</p>	<p>10 min</p>	<p>Write a proposal:</p> <p>Discuss next steps: Meet with Ms. King Berg and Ms. Rosa Trujillo Share proposal and plan next steps</p>
<p>Classroom Management Concerns: Discussion of Next Step and Action Items from 9/20 meeting</p>	<p>5 min</p>	<p>Mr. Nutt is working with the district to identify partners for helping support our team.</p> <p>Second visit from Jackie Mora, behavior expert</p> <p>Classroom Observations from Mr. Castillo and Aquino</p> <p>Observational rounds with Myers and Zepeda</p>
<p>School Wellness Policy: Share school wellness policy for feedback</p>	<p>10 min</p>	<p><u>MORCS Wellness Policy (Draft)</u></p>
<p>Feedback, Hopes, and Dreams: What feedback or wishes do you have for our school?</p>	<p>15 min</p>	<p>Bullying: support for students, sessions for par</p>
<p>Academic Discussion: What questions do you have for Mr. Zepeda (Coordinator of Instruction)</p>	<p>5 min</p>	<p>What is the plan for supporting ELs?</p> <p>We have a wide range of students and ability. 9 EL1, 114 ELs all together.</p> <p>Ran data a put a plan together to help scaffold based on where they are performing academic</p>

		<p>We had an EL specialist train all of our teacher they were able to implement these strategies in their classrooms.</p> <p>ELPAC Training coming up in November.</p> <p>Parents are going to be working with students Saturday to practice for the ELPAC test.</p>
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Action Steps (October 18):

Action Step	Assigned To...	Due Date	Notes/Outcome
Draft policy for MORCS as a sanctuary school	Myers	11/15	

Parking Lot Items	
Item	When will it be addressed?

SAC MEETING September 20, 2017

	Notes/ Comments/ Voices from Stakeholders
Introductions	Kevin Myers, Alan Lopez, Ingrid Orman, Elvia Gaxiola, Mireles, Giovany Hernandez, Cynthia Jimenez, Juan Carlos Perez
Review Agenda	<ul style="list-style-type: none"> ○ School Advisory Council Purpose ○ Beginning of School Celebrations ○ Local Control Funding Formula Review and Feedback ○ What else would you like to do with this time? <ul style="list-style-type: none"> ○ Parent Involvement Goals ○ Student Leadership Goals ○ Teacher Goals
Review Previous Minutes	N/A
Update on Action Items	N/A

AGENDA ITEM 1. – Review School SAC PAC Purpose/ Set Meeting Dates	
Administrators:	Discussed and reviewed all the information provided at the beginning of this document.
Parents:	

Students:	
Teachers	
Community:	

AGENDA ITEM 2. – Beginning of School Year Celebrations	
Administrators:	<p>Jimenez: Collaboration with CCSA (Town Hall Meeting with CCAS and Great Public Schools); assembly on Friday, August 19. We had many school representatives and community members attend.</p> <ul style="list-style-type: none"> - Jimenez: we had a great first field trip on 9/20 Myers: culture building; strong academic support team
Parents:	<p>likes the leadership and club opportunities available this year.</p> <p style="text-align: right;">-</p>
Students:	<p>Lots of students and teachers returned for this school year.</p>
Community:	<p>Gio: Same as Jimenez (Town Hall Meeting). Gio added that Monica Garcia and many officials attended; many parents were asking great questions.</p> <p>Maggie: CASA training with MORCS and other affiliate schools went very well. We are excited about the service learning project MORCS students will do this year.</p>

Teachers:	It has been great; teachers have been collaborating and learning each other with great feedback. Learning has been differentiated.
------------------	--

AGENDA ITEM 3. LCAP	
Administrators:	-
Parents:	-
Students:	- We would like to find ways to incorporate student interests.
Teachers:	-
Community:	Asked questions about how we are supporting ELs and struggling students.

AGENDA ITEM 4. – Hopes and Dreams	
Administrators:	- Jimenez: we would like to have a parent center. -

Parents:	Plan for a loading zone for kids; there have been a lot of accidents recently and the drop off/pick up seems unsafe.
Students:	<p style="text-align: center;">- Talent show</p> <p>would like to have game design as an option for electives we more engaging electives that they could actually elect instead of being assigned to them. Would like to have a music class.</p>
Teachers	Perez would like to have his own classroom and for parents to have their own space. It's tough to share.
Community:	CLU passed a resolution for a toolkit for boards to pass for the zones (sanctuary schools). Has action steps. The SAC would like Myers to follow up with Ricardo Mirales.

AGENDA ITEM 5-6. – Parent/Student/Teacher Goals	
Administrators:	-
Parents:	-
Students:	-
Teachers	-
Community:	-

ADDITIONAL –	
Parent Voice	More supervision/support after school; outside auditorium and Berendo entrance.
Student Voice	Bullying and fighting are big issues. Conflicts between MORCS and Berendo PE classes. Some teachers need more classroom management training: Mr. Hoang, Ms. McKinzie, Ms. Acher (SFA)
Administrator Voice	
Community Voice	-
Teacher Voice	

Action Items	- Myers: Talk with officer East about loading zone Myers: get more information about Casa action items for boards.
Change Request to the YPICS Board	

Closing	
---------	--

2017-18 Meeting Dates

Month	Meeting Dates & Times
September	9/20 (completed)
October	10/18/17
November/December	11/29/17
January	1/24/18
February	2/28/18
March	3/21/18
April	4/25/18
May/June	6/13/18

SAC Purpose and Background Information:

Purpose:

YPI Charter Schools (YPICS) encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the school will develop a school site advisory council, consisting of parent, community and school representatives.

Primarily, each school site council is in service of the school. Secondly, each school's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council makes recommendations about issues related to the school and participates in reviewing parental and community concerns. The school site administrator is responsible for communicating all Council policy recommendations to the YPICS Board of Trustees.

The advisory council is in place so that there is a space for the stakeholders of the school sites to report to the board and a space for decisions and processes that effect policy to be brought to the YPICS board for approval.

Representatives (*at minimum*)

- Administrator
- Teacher - 2
- Parent - 2
- Community Member
- Student (*student body president, ASB, Student Leadership*)

Responsibilities

- Responsive to and in service of the needs of the school community
- Engage the support of the community
- Review parental and community concerns
- Develop recommendations for school policies
- Hold SAC meetings prior to YPICS Board Meetings
- Submit report of the SAC meeting to the YPICS Board
- Agenda with minutes
- Policy recommendations (*if any*)
- Updates school site procedures (*if any*)
- Recommendations for School Site (*if any*)

SAC Action Items

- Select SAC members
- Hold SAC orientation meeting
- Create dates for meetings (*Prior to each YPICS Board Meeting*)

- Administrator coordinates opportunities (time & space) for stakeholders to meet; prior to SAC meetings.
- Each council member meets with their stakeholders (i.e. Parent Organizers, Staff Meetings, Student Leadership Team)
 - Review concerns and celebrate successes
- Each council member to prepare report from their stakeholder meetings for the SAC meeting.
- Administrator creates agenda and facilitates
- Agenda to provide each member the opportunity to speak
- Create action items (specific roles for stakeholders) to address concerns and meet needs
- Administrator to keep Agenda, Minutes, and Sign-in Sheet
- Council works together on any policy recommendation. Recommendation to be written by Administrator and presented to the YPICS Board
- Each council member will report back to their constituents after SAC meetings.

Possible Opportunities for the SAC

- Develop and review fundraising plan
- Develop and Implement community service plan
- Outreach and recruitment
- Support Alumni Relations
- Initiate activities or programs that generate greater cooperation between the community and the school
- Assist in the development of educational goals and objectives
- Recommend various support services in the school
- Assist in the preparation of the accreditation reports
- Share successes
- Share YPICS Wellness plan

Agenda Items

- FALL (September-November)
 - School Success Plan Review and Feedback
 - Review Purpose, Roles and Responsibilities for SAC
 - Local Control Funding Formula Review and Feedback
 - Parent Events Review and Feedback

- WINTER (December-February)
 - School Success Plan Data Review from BI
 - Intervention Plan Review and Feedback

- SPRING (March-May)
 - School Success Plan Data Review
 - Intervention Plan Review and Feedback
 -

- SUMMER (June-August)

- EOY Data Review/SSP Review and Feedback
- Local Control Funding Formula Planning

AGENDA: NOTES to the BOARD

BCCS 17-18 Leadership Meetings Agenda

11-6-2017

Recommendations

Calendar Review

Announcements

Problem Solving

Charles Harvey- Tech Team Priorities

[Slack Norms YPICS Proposal](#)

Grade level agenda

Using the newsletter in grade level meeting

Field trip leave time

Leave During SFA

[Field trip checklist](#)

Admin Assignments

Pending (Continuing Items)

10/30/17

1. Calendar Review

Oct 30 - Nov 5	Nov 6 - 12	Nov 13 - 17
Board Mtg @ MORCS- Postponed Operations Mtg- TFI- Tues Volleyball Game - Wednesday 7:10 ELPAC Training - Bradford/Duenas- Thurs Meal training- Gamez- Thurs 5th/6th Grade Math Night - Fri (Nov. 3) 5pm (English room 4/Spanish room 5)- Ms. Gamez SFA Site Visit 11/3 Friday Volleyball Game - Friday 7:10 Tier 3 Team Day 2- Sat Staff out	TPD- SBAC and SBG- Mon COP PBIS Tier 1 Training- Wed 7th and 8th Grade Math Night - Thurs (Nov. 9) Veteran's day- Fri Staff out	Academic Meeting at LSC - Bradford/Duenas off campus Ms. Espinoza's ALEKS Celebration -11/16 during lunch SCC Committee Meeting - After School Valinda Out Nov 13 -December 1 Staff out

2. Announcements

- a. Dodgers
- b. Halloween

3. Problem Solving (Triaged by admin)

Concerns	Decision/Discussion	Next Steps
Events	How do we meet the needs of all students when we have events?	More discussion
Spanish Only Students	No concerns	

School wide student motivation is low	Red Flag Statement	Bullying as a possible concern Survey on Leadership newsletter
Supervision	Field Time/Transitions/Lines	Supervision BCCS Calendar- Reminders Active Supervision Training How do we make the lines more productive Present the supervision plan to all staff
Norms	Celebration- Present Challenge- Sidebar conversations were about the topic, Not on time and getting food Norms Manager- Campbell Time Keeper- Moran	Operationalize the Norms manager role and Timekeeper Discuss the issues breaking the norms When should you get food- transitions
Desktop Upgrades		Ruben go to Arce's Class Check on cords
Committee Updates		Academic- College and Career Night 1-22-18 Tentative Date SCC- TFI Presentation/Survey Tomorrow Parent- Math Night on Friday- Childcare? Support with Outreach/Purchase supplies Making Packets on Wednesday/prep party
Parent Conferences	5th Grade 25/26 = 96.1% 6th Grade 114/116 = 98.2 % 7th Grade 112/119 = 94.1 % 8th Grade 99/106 = 93.3% schoolwide 351/368=95.4%	Post data on the SLACK Scholar Dollars for Students Cohorts, Grade level, Improvement 6th and 7th grade schedule is the same, Makes it easier to schedule. Who did not come? Special note for the families that missed.
Communicating out about our meeting		Highlight topics Out for Tuesday Use in Operations Meeting
Supplies		

4. Pending

What does a Correction look like in PBIS?	Can Jackie Mora provide support	Need training
Youth Truth		Make better connections in our presentations about decision making Deliver two Tissues, wipes, paper towels- order one
Laptop use for students when sub present		Partner Teacher Student Leaders

		Tutors assigned to sub rooms Sub training???? No computer use? Who locks the cart Can we have codes on the locks

10/23/17

4. Calendar Review

Oct 23 - 29	Oct 30 - Nov 5	Nov 6 - 12
Spirit Week- CCSA Executive Leadership Institute-- Mon, Tues Operations Mtg- Safety- Tues Phoenix House- Tues SCC Meeting at LSC- Tues Dodger Night- Wed- Pending Football game- Thurs Spooky Dance- Fri Dodger Night- Friday- Pending Tier 3 Team Day 1- Sat	Board Mtg @ MORCS- Monday Operations Mtg- TFI- Tues Volleyball Game - Wednesday 7:10 ELPAC Training - Bradford/Duenas- Thurs 6th Grade Math Night - Fri (Nov. 3) Volleyball Game - Friday 7:10 Tier 3 Team Day 2- Sat	TPD- SBAC and SBG- Mon COP PBIS Tier 1 Training- Wed Veteran's day- Fri

5. Announcements

- a. Book Fair sold \$2,465.00
- b. Spirit Week
 - i. Monday- Pajama Day
 - ii. Tuesday- Disney Day
 - iii. Wednesday- Sports Day
 - iv. Thursday- Group Day (like twins day but better)
 - v. Friday- Costume Day
- c. Halloween- Costumes permitted
- d. Gotcha-
- e. Halloween - Teachers
- f. [Classroom observations](#)
- g. Earthquake Drill

6. Problem Solving (Triaged by admin)

Concerns	Decision	Next Steps
Spanish Only Students		
School wide student motivation is low		Centofanti will share information from Conference.
Norms	norms are stated as "We will..." "We commit to..." or "We promise to..." review norms at both the beginning and end of meetings until they have been	

	<p>internalized by all members of the team.</p> <p>Teams should ask questions like: Are we following the norms we set? Do we need to eliminate, revise, or add any norms? Are all members of the team making contributions and participating? Are we working together to reach our goal?</p> <p>Site Leadership Time Allocations: 5 min</p>	
<p>Desktop Upgrades</p>		<p>Completed. How are they working? Fixing the wires. Can it be made a priority</p>
<p>Committee Updates</p>		<p>Academic - Aleks Competition- College and Career Activity SBG- What do we need to support students understand SBG</p>
<p>Parent Conferences</p>		<p>Academic</p> <ul style="list-style-type: none"> ● Aleks Competition- ● College and Career Activity ● SBG- What do we need to support students understand SBG <p>Parent</p> <ul style="list-style-type: none"> ● Math Night
<p>BCCS Website and Calendar</p>		<p>Add description in the details Invitations to people who are supposed to go</p> <p>Correct the following...</p> <p>Parents</p> <p>Parent Student Handbook</p> <p>Click here for student record information: http://ypics.powerschool.com</p> <p>Complaint Procedures</p> <p>Study Island</p> <p><small>Founded in 2000, Study Island, an Edmentum product, helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. We provide standards-based instructional, practice, assessment, and productivity tools that improve the performance of educators and students via our web-based platforms.</small></p> <p><small>Study Island combines rigorous content that is highly customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement. Study Island's programs enable educators to track student performance in real-time to address individual learning gaps, while allowing administrators to monitor student progress and measure teacher effectiveness.</small></p> <p>Can you please add details to our 6th Grade Math Parent Conference (add time and rooms and details)? Parent Math Class will be at 5pm. English will be in room 4 and Spanish in room 5.</p>
<p>Communicating out about our meeting</p>		<p>Create a sample newsletter Action: Give feedback</p>

4. Pending

<p>What does a Correction look like in PBIS?</p>		<p>Need training</p>
--	--	----------------------

Youth Truth		Make better connections in our presentations about decision making Tissues, wipes, paper towels- NEXT DAY
Laptop use for students when sub present		Partner Teacher Student Leaders Tutors assigned to sub rooms Sub training???? No computer use?

10/9/17

7. Calendar Review

Oct 9 - 15	Oct 16 - 22	Oct 23 - 29
LACOE Site Visit- Wed PBIS- Possible PBIS PC Leadership Meeting- Thurs School Advisory Council Mtg- Thurs SFA Site Visit- Fri	Parent Conferences- Mon, Thurs, Fri Active supervision training- Mon ASB leadership meeting-Thurs Book Fair- Mon-Fri PBIS Conference Thurs-Sunday	Executive Leadership Institute-CCSA (Yvette)- Mon, Tues Tier 3 Team Day 1- Sat

8. Announcements

- a. ALEKS competition: October 9 - October 27
 - i. ALEKS competition will be from 10/9 - 10/27
 - ii. Prizes for growth
 - 1. 5% growth = certificate
 - 2. 15% growth = free item from the student store
 - 3. 25 % growth = free dress day (not Friday)
 - 4. 35 % growth = water balloon party during pop day
 - iii. Top growth and top topics completed in each grade level will also be invited to a special movie party during lunch (date to be determined). Students will get treated to a movie, pizza, popcorn and juice.
 - iv. (Can we integrate Scholar Dollars under Responsible)
- b. Book Fair
 - i. Robo-call
 - 1. Tomorrow
 - 2. Sunday
- c. Gotcha-
 - i. Oct 23-27
 - ii. 15 people signed up so far
- d. Halloween - Teachers

9. Problem Solving (Triaged by admin)

Concerns	Decision	Next Steps
Spanish Only Students	Student is receiving duolingo, and working with trejo and martinez	Arreola will forward concerns to teachers. Give staff ahead of time warning to translate

	<p>during SFA. Need ahead of time notice to receive support for classes</p>	<p>powerpoints, etc. Please use google translate prior to sending to office (All 3 staff members). Aleks and achieve are all translated to spanish</p> <p>UPDATE: Translate a Google Doc</p> <p>Darling Alvarado- Bravo's SFA</p>
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Activity details

Student	Days active	Lessons	Course progress	Points earned
 <p>AM 17-18</p>	<p>16 days</p>	<p>71 lessons</p>	<p>16 skills</p>	<p>720 XP</p>
 <p>KRT 17-18</p>	<p>16 days</p>	<p>121 lessons</p>	<p>27 skills</p>	<p>1230 XP</p>

<p>School wide student motivation is low</p>	<p>Turning in assignments ALEKS and Achieve Homework</p>	<p>Need data: Mr. Bradford/Mr. Duenas Cross reference homework concerns with ASP</p>
<p>Norms</p>	<p>Leadership team will model norms to ensure to encourage staff buy in.</p>	<p>Team will step up and volunteer as norms manager and timekeeper</p>
<p>Desktop Upgrades</p>	<p>All desktops are functioning at expected levels. Ram has been updated</p>	<p>Continue to support ongoing communication with Tech team Duenas will go back to every room</p>
<p>Committee/Grade Level Mtg</p>	<p>Mr. Bradford sent out information about Committee Meetings Important to have SPED there. Anything grade level should include them.</p>	<p>Priorities Chart should be in alignment with committee/team goals. Be prepared to discuss as a team</p>
<p>Parent Conferences</p>		<p>Schedules will be shared tomorrow.</p>
<p>Teacher Incentives</p>		
<p>SLACK use/ PBIS Rewards use</p>	<p>BCCS has the highest use of all schools.</p>	<p>Norms for slack vs Email Include staff in review of the practice What does the data mean? Train new staff/Give out the reflection sheet for teachers to give to student</p>
<p>Sports Check out</p>		<p>Developing a more transparent Sports packet</p>

		Parent meeting needed Teacher training needed Coach Training Supportive program/effort
Student activities/sports		
Halloween	Need Teacher plan Need to put out plan for students	
Youth Truth		Make better connections in our presentations about decision making Tissues, wipes, paper towels- NEXT DAY
What does a Correction look like in PBIS?		Need training
Laptop use for students when sub present		Partner Teacher Student Leaders Tutors assigned to sub rooms Sub training???? No computer use?
Communicating out about our meeting		Create a sample newsletter

9/25/17

1. Calendar Review- 2 weeks

2. Announcements

- a. Book fair october 16th- october 20th
- b. Centofanti and Valinda will be out october 19th - 21st
- c. High school students need community service hours (60 hours). Centofanti and Arce expressed interest in having one come in to support them, possibly Garcia.
- d. LACO site visit coming soon. 153 students staying after school today.
- e. Uniform check, sweaters need to be BCCS only.
- f. Tardies are being tracked

3. Problem Solving (Triaged by admin)

Concerns	Decision	Next Steps
Committee/Lead teachers Selection	All leads have been disclosed to respective committees	Disclose to all teachers?
Teacher worried that student that only speaks spanish is not retaining information.	Student is receiving duolingo, and working with trejo and martinez during SFA. Need ahead of time notice to receive support for classes	Arreola will forward concerns to teachers. Give staff ahead of time warning to translate powerpoints, etc. Please use google translate prior to sending to office (All 3 staff members). Aleks and achieve are all translated to spanish

<p>Hard time to collaborate with Rosas because of 1 on 1 w/ J.G.</p>	<p>Speak to rosas regarding different lunch for SantaCruz. Also, possibly have all SPED concerns in the beginning of lunch because rosas can attend that portion.</p>	
<p>UCLA football game</p>	<p>Afterschool will pickup tickets</p>	<p>Need to order bus (tak)</p>
<p>Norms</p>		<p>Create a poster- Ryan will make temporary poster DONE Sergeant of Arms- Grade level leads And Committee Leads Time Keeper</p>
<p>Parent Conferences</p>	<p>Next Month Including PE and Comm 7th grade schedule</p>	<ul style="list-style-type: none"> ● Teachers Choose Teacher lead or student lead ● Need a meeting to plan who will translate <ul style="list-style-type: none"> ○ Parent conferences - ○ Osorio Morning till 3(Friday), ○ Lujan all Day(Friday), ○ Mr Sepulveda- Preferably till 3(Friday) ○ Sanchez All day friday ○ Salmeron - Monday available until 3, thursday/ friday all day ● Centofanti will be at a PBIS Conference
<p>TPD- Monday October 2nd</p>	<p>Recommended topics</p>	<p>Location- Teacher Choice- Conference Style SW will not be at TBD (PBIS I)- Classroom Management (PBIS II)- Active Supervision (PBIS III)- MTSS Form or CICO (PBIS III)- PRIMM- Mr. Jaime Google Drive Content- SFA Math, ALEKS, Achieve 3000, TCI History Alive Illuminate 5 Basics overview, Assessments, Entering in grade book Google Classroom and Sites SLACK- Basics and Guidelines for use - Teachers</p>
<p>SLACK</p>		<p>Assess who is not on Not everyone is using it Guidelines</p>

9-11-17

4. Calendar Review- 2 weeks

5. Announcements

- i. Villegas for 7th Grade Lead
- ii. Preston accepted Sped Lead
- iii. Committee leads this week (hopefully Tuesday)
- iv. Movie Night this Friday
- v. Election is Tuesday
- vi. Volleyball Next Wednesday
- vii. Book Fair on Parent Conferences

6. Problem Solving (Triaged by admin)

Concerns	Decision	Next Steps
Committee/Lead teachers Selection		Meet with 8th grade Committee leads this week (hopefully Tuesday)
Youth Truth Review		Separate Big ticket from regular supply request Science requests How quick do we turn items around normally (1 Week) Move Tissues to next day (give 2 order when one runs out)
Illuminate	Words of levels- Values- DnA percentages are connected to CAASPP not traditional grades Explain how the District default works	Take to YPICS
Culture and Climate Discussion	Use the retreat to work on staff culture including 1) What are the cultural norms? 2) What are the expectations?	Form a adhoc committee to plan Retreat
Norms		Create a poster Sergeant of Arms Time keeper
Parent Conferences	Next Month Student Lead or not Including PE and Comm 7th grade schedule	Recruiting translators Teachers Choose Is there a schedule that works Get pro and cons of 6th grade Meet w/ 7th grade lead, then 7th grade team

Members	Present	
Ms. Arce	x	
Ms. Myers	x	
Ms. Contreras	x	
Mr. Rubin	x	
Mr. Campana	x	
Ms. Villegas	x	
Mr. Kuo	x	
Ms. Castillo	x	
Ms. Santacruz		
Mr. Bradford	x	
Actions		
	Review of ALEKS competition	
	Look at our previously chosen activities and pick 1st one to work on	
	broadcast@coronacharter.org - Will email anyone with an @coronacharter.org account	
Next steps	College and Career Fair	
-outreach	-get parents to volunteer	
-possible for Jan	letter home to parents asking for job and if interested in coming to speak	Campana
	pick date and do event request	
	-get colleges to come volunteer	
	plan organization of event	
	next day in advisory reflect on college career day	
	collaborate with parent committee	
	standards based grading	
	Questions: do we set up training for teachers to have uniform re-test strategies?	

MORCS Leadership Team S.M.A.R.T. Goals

S.M.A.R.T. - Specific, Measurable, Attainable, Relevant and Time-Based

(example: Within a month, I am going to get set up to sell handmade cards on Etsy, which will allow me to benefit financially from my favorite hobby. Within six weeks, I will have an inventory of 30 handmade cards to sell and aim to sell a minimum of five cards per week, building customer relationships through word of mouth, referrals and local networking.)

October Goals:

Staff	SMART Goals	Support Needed
Myers	<p>By the end of October, I will meet with all teachers to go through the GREATER coaching data discussion protocol and will set data-driven goals with each teacher.</p> <p>By the end of October, I will have all of my lever meetings scheduled and occurring regularly.</p>	
Zepeda	<p>By the end of September, I am going to observe all teachers at least once and provide feedback and one strategy that will help strengthen their instruction.</p> <p>By the end of october, I will have volunteers for the Scholastic Book fair.</p>	
Castillo	<p>By the end of October, I will meet with the 7th grade team and give specific feed on Tier 1 Positive Classroom Supports</p>	
Aquino	<p>By the end the month of October, I will observe Mr. Duran and Ms. Harry twice in two different subjects. (9/11/17)</p>	

	<p>By the end of November, I will increased opportunities for students to be empowered and have a voice to share with their peers.</p> <p>By the end of November, I will finish creating the curriculum for MORCS group: tier 2 intervention.</p>	
Martin	<p>Meal Verification - Have all 3 students documents by Oct, 27- MET</p> <p>September Meal claim by the end of the 10/23 week.</p>	
Gamez	<p>I will reach out to meet with 5 parent/students whom had excessive attendance issues at least every 2 weeks. Will keep a log of improvement and or continued support strategies for our families. My goal is to decrease from 5 to 2.</p>	<p>- Help from Main Office to create the attendance reports.</p>
Jimenez	<ol style="list-style-type: none"> 1. Get 20 parents registered into Illuminate by the end of September 2. Collaborate with two new outside community resources. <p>Sex- Ed.org (free parent workshop) Bullying organization Goal Met. 10/23/17</p> <ol style="list-style-type: none"> 1. Fundraise minimum of \$400 during PC 2. Attend the next CCSA event on October 23rd with 10 parents. 	

<p>Long</p>	<p>Meet with all 3 grade level lead teachers around academic growth incentives by 9/18; Honors Assembly, free-dress day; free-period (at a park); pizza party</p> <p>Next steps - if any suggestions are okay, Ms. Long will meet with lead teachers to action plan.</p>	
<p>Ned</p>	<p>Survey/figure out what parents need -</p> <p>Plan out and provide an informational workshop for parents</p> <p>Plan an event for the students by the end of the month</p>	
<p>Duran</p>	<p>By the end of October, I will observe all teachers and provide feedback on Google Docs for SFA classes. The feedback will contain action steps for both teacher and coach.</p>	

September Goals:

<p>Staff</p>	<p>SMART Goals</p>	<p>Support Needed</p>
<p>Myers</p>	<p>By the end of September, I will meet with all teachers to go through the GREATER coaching data discussion protocol and will set data-driven goals with each teacher. (GOAL PARTIALLY MET: I met with all teachers, but would like it to be more regular)</p>	

	<p>By the end of September, I will have all of my lever meetings scheduled and occurring regularly. GOAL NOT MET: need to make sure meetings with all admin happen weekly.</p>	
Zepeda	<p>By the end of September, I am going to observe all teachers at least once and provide feedback and one strategy that will help strengthen their instruction. Goal halfway met.</p>	
Castillo	<p>By the end of October, I will meet with the 7th grade team and give specific feed on Tier 1 Positive Classroom Supports</p>	
Aquino	<p>Within two weeks, I will observe the 6th grade team twice (for different subjects). Within two weeks, I will also observe the behaviors of students in their classes and provide consultation to staff on how to best support students. (8/29/17)</p> <p>This week, I will observe Mr. Duran and Ms. Harry twice in two different subjects. (9/11/17)</p>	
Martin	<ul style="list-style-type: none"> <input type="checkbox"/> Within a month I am going to make at least 90% of appointments for Parent Teacher conferences GOAL MET <input type="checkbox"/> Within a week I will help Ms. Garcia get her much needed 10 	

	min break at least 3 times a week. GOAL MET	
Gamez	I will reach out to meet with 5 parent/students whom had excessive attendance issues at least every 2 weeks. Will keep a log of improvement and or continued support strategies for our families. My goal is to decrease from 5 to 2.	- Help from Main Office to create the attendance reports.
Jimenez	<ol style="list-style-type: none"> 3. Get 20 parents registered into Illuminate by the end of September 4. Collaborate with two new outside community resources. Sex- Ed.org (free parent workshop) Bullying organization Goal met	
Long	Meet with all 3 grade level lead teachers around academic growth incentives by 9/18; Honors Assembly, free-dress day; free-period	

AGENDA



Quick Links

<u>Template</u>	<u>Norms</u>	<u>Action Plan Archive</u>	<u>Meeting Archive</u>	<u>Current Action Plan</u>	<u>Current Task Items</u>
<u>Data</u>	<u>TFI</u>	<u>Team Roles</u>	<u>Concluding Survey</u>		

Meetings

<u>11-2-17</u>	<u>11-16-17</u>	<u>11-30-17</u>	<u>12-14-17</u>	<u>1-11-18</u>			

November 2nd, 2017

School Culture and Climate Committee Meeting Agenda:

Date: 11-2-17

Time: 3:45

Location: BCCS Room 15

Meeting Attendance:

- | | | |
|---------------------|-------------------|--------------------|
| ✓ Joseph Arreola | ✓ Anahi Heredia | ✓ Kirk Takeyama |
| ✓ Rachell Campbell | ✓ Valinda Meneses | ✓ Rahab Trejo |
| ✓ Daniel Centofanti | ✓ Allison Murphy | ✓ Josue Villanueva |
| ✓ Vanessa Davila | ✓ Hector Rosas | |

Roles:

- Facilitator:.....Daniel Centofanti
- Data Analyst:.....Rahab Trejo
- Meeting Admin:.....Kirk Takeyama
- Timekeeper:.....Hector Rosas *(Times in Green)*
- Minute Taker:.....Rachell Campbell
- Norms Officer:.....Allison Murphy
- Communication Coordinator:.....Joseph Arreola (student)
Anahi Heredia (parent)
- SW-PBIS Coach:.....Valinda Meneses
- Understudy:.....Kirk Takeyama
- Critical Analysis:.....Vanessa Davila
Josue Villanueva

Agenda:

- ◇ [Norms review](#) by norms officer - (1min)
- ◇ Brief overview of day's agenda - (1min)
 - △ Are there any items that need changed?
- ◇ Review tasks from previous meeting: (2 mins)

Previous Task Items

Data	Task item: Who? What? When? Where?	Implementation steps Who? What? When? Where?	Current Status	Next Steps? (Is there anything else that we need to complete task?)
	Administering a survey to all staff during operations meeting. Tuesday 10-31-17.	1. Action plan needed finished. <ul style="list-style-type: none"> ● Tier 1 committee input on items for survey with Action plan in mind. ● All staff took survey 	Status: Completed Notes:	Interpret data

- ◇ New Task Items: 3 items to act on (30mins total)

New Task Items

Data	Task Plan Decision who? what? when? where? goal?	Anticipated Roadblocks / Solutions
BCCS Tier 1 Action Plan	1. Review data with committee to select 3 priority areas in action plan . (12mins)	May be competing priorities when reviewing data when no specific outliers are identified. May be crossover between survey items.
	2. Make timeline for priority areas. (expectation of what the need is. Be realistic) (12mins)	Unclear definitions of what our expectations are. Unclear of how to measure effectiveness. Working on cycle of effectiveness tool for committee to analyse effectiveness of actions.
	3. Additional questions (3mins)	Lengthy discussion amongst teams if agenda was unclear.
	??4. School wide challenges brought up by staff, apply data to challenge. Discuss specific data sources. (3mins.) ??	Unsure of what data sources are available to us.

- ◇ Additional questions: (3mins)
- ◇ Next Meeting Schedule: (1mins)

Concluding survey of meeting effectiveness. (3mins)

- I. Was today's meeting a good use of our time? Yes
If not then why?
- II. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings? Yes
If not then why?
- III. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? Yes
If not then why?
- IV. In general, are the completed tasks having the desired effects on student behavior? Not applicable
If not then why?

Facilitator Notes:

Voted on 4 task items with the idea that one will be handed to parent committee in some aspects.

The other being that the top two task items were similar.

Incorporate grade level leads to focus on effectiveness.

Survey should have been over all people. Missed afterschool (may not have access to computers on campus. Too short of a timeline.)

Can break up "Schoolwide expectations for all BCCS staff on expectations for correcting misbehavior" into chunks to address.

Who is actually doing 4:1 positive comments.

Observations

Filming

- Highlight key areas to focus on in recording

(Important to make clear this is not punitive, this is for data collection and how to improve our school and ultimately "Schoolwide expectations for all BCCS staff on expectations for correcting misbehavior.")

Self reflexive filming.

Next meeting plan filmed observations

Practicing ourselves

Set up reminder for informal observations through Slack!

iPads to record - know media release!!! (office will know)

Filming should be less than once a week. (1st year teachers, could be burden)

ODR data and are we filling out ODR. Repeated behavior, data to show.

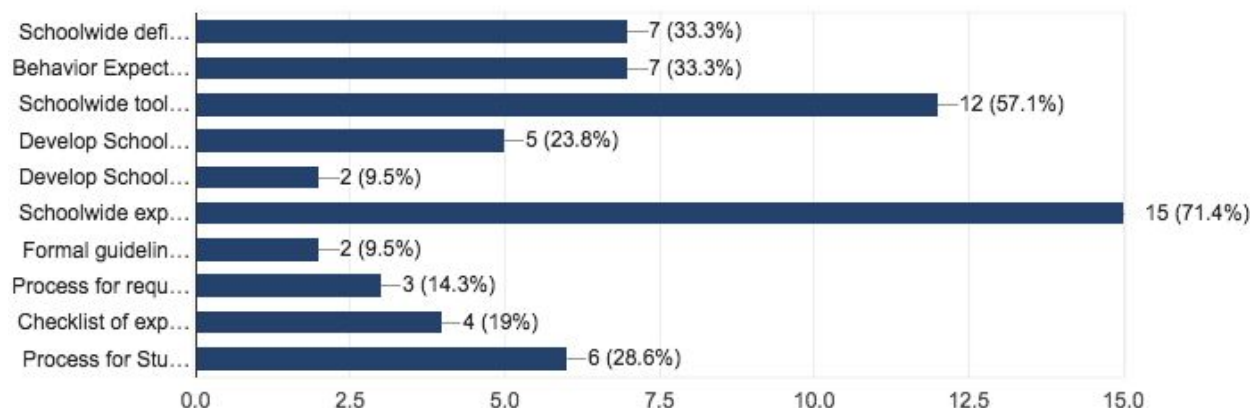
Data

- ◇ Disciplinary Code
- ◇ Disciplinary Policy

◇ Tier 1 Action Plan Survey Data 10-31-17

Please select 3 of the following tools/supports that would be most helpful to you and/or your students:

21 responses



- ◇ Student Motivation Tracker
- ◇ Behavioral Expectations Teaching Matrix (BETM)

Template: **(DO NOT EDIT)**

School Culture & Climate Tier 1 Committee Meeting Agenda:

Date:

Time:

Location:

Meeting Attendance:

- | | | |
|---------------------|-------------------|--------------------|
| ✓ Joseph Arreola | ✓ Anahi Heredia | ✓ Kirk Takeyama |
| ✓ Rachell Campbell | ✓ Valinda Meneses | ✓ Rehab Trejo |
| ✓ Daniel Centofanti | ✓ Allison Murphy | ✓ Josue Villanueva |
| ✓ Vanessa Davila | ✓ Hector Rosas | |

Roles:

Facilitator:.....Daniel Centofanti
 Data Analyst:.....Rehab Trejo
 Meeting Admin:.....Kirk Takeyama
 Timekeeper:.....Hector Rosas *(Times in Green)*
 Minute Taker:.....Rachell Campbell

Norms Officer:.....Allison Murphy
 Communication Coordinator:.....Joseph Arreola(student)
 Anahi Heredia(parent)
 SW-PBIS Coach:.....Valinda Meneses
 Understudy:.....Kirk Takeyama
 Critical Analysis:.....Vanessa Davila
 Josue Villanueva

Agenda:

[Norms review](#) by norms officer - (1min)

- ◇ Brief overview of day’s agenda - (1min)
 - △ Are there any items that need changed?

- ◇ Review tasks from previous meeting:

Previous Task Items

Data	Task item: who? what? when? where?	Implementation steps who? what? when? where?	Current Status	Next Steps? (Is there anything else that we need to complete task?)
	1. Exp. Administering survey to all staff during operations meeting. Tuesday 10-31-17.	1. Exp. Action plan needed finished <ul style="list-style-type: none"> ● Specifically who? What? when? where? 	Status: Exp: completed Notes:	Exp. Nope

- ◇ New Items for : Action Plan: 3 items to act on (30mins total)

New Task Items

Data	Task Plan Decision who? what? when? where? goal?	Anticipated Roadblocks / Solutions
BCCS Tier 1 Action Plan	1. Exp. Review data with committee to select 3 priority areas in action plan. (15mins)	Exp. May be competing priorities when reviewing data when no specific outliers are identified. May be crossover between survey items.
	2. Exp. Make timeline for priority areas. (expectation of what the need is. Be realistic)	
	3. Exp. Additional questions	Exp. Lengthy discussion amongst teams if agenda was unclear.
	4. Exp. School wide challenges brought up by staff, apply data to challenge.	

- ◇ Additional questions: (3mins)
- ◇ Next Meeting Schedule: (1mins)

Concluding survey on meeting effectiveness. (3mins)

- III. Was today's meeting a good use of our time?

- IV. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?

- III. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?

- IV. In general, are the completed tasks having the desired effects on student behavior?

Facilitator Notes:

Action Plan Archive

Archive

School Culture and Climate Committee Meeting Agenda:

Date: 10-26-17

Time: 3:45

Location: Room 15

Meeting Attendance:

Facilitator: Arreola

Meeting Admin: Takeyama

Timekeeper:

Note Taker:

Norms Officer:

Member:

Member:

Member:

- ◇ Resolution topics from previous meeting:

△

- ◇ Discussion Point:

△ Possible resolution date:

△ Members involved in resolution

△ Additional questions:

- ◇ Topics brought forth by Admin/Valinda:

△

◇

Template:

School Culture and Climate Committee Meeting Agenda:

Date: 10/5/17

Time: 3:50

Location: Room 15 BCCS

Meeting Attendance:

Facilitator: Centofanti

Data Analyst: Trejo - Absent

Meeting Admin: Takeyama

Timekeeper: Rosas - Absent

Minute Taker: Rachell Campbell

Norms Officer: Allison Murphy

Communication Coordinator - Arreola(student) and Heredia(parent)

SW-PBIS Coach- Valinda

Understudy: Takeyama (alt. Vanessa Davila & Mr. V.)

- ◇ Resolution topics from previous meeting:
 - △ Discussing the positions, reestablishing who had want and assigning any unassigned roles.
- ◇ Discussion Point:
 - △ TFI Scoring Discussed
 - TFI Scoring Process
 - Previous Scores
 - Scoring Protocol
 - Scored TFI
- ◇ Topics brought forth by Admin/Valinda:
 - △ AT our next PD we will be continuing our conversation about the climate of the school. Come up with action plan as teams during PD. How are we going to move the culture to a positive realm and make personal commitments to promoting the positive climate.

School Culture and Climate Committee Meeting Agenda

Date: 9/29/16

Time: 3:45

Location: Room 2

Meeting called by Z. Young

Attendees: Young, Rubin, Espinoza, Centofanti, Rosas, Arreola, Takeyama (People had to come late because of Campus Closure - meeting time was cut short)

Please bring: Your computer and something on which you can take notes, data you have collected that pertains to your committee's focus areas, and information about any students on your committee caseload.

- I. Apples - SCC committee is to be the school leaders in encouraging using apples for teachers**
- II. MTSS Forms - explained difference between these and ODRs/Incident Reports**

- III. Protocol for dealing with sensitive information - if referrals come from other committees, NOTHING is to be shared, if we have a personal issue from a student, we may talk to a colleague for assistance**
- IV. Thursday 10/6 we will do TFI form as a committee**
- V. Committee agrees to do once or twice a month observations during prep of other teachers - two stars and one wish.**



Meeting Dates	Tags
June 26, 2017 July 10, 2017 July 17, 2017 July 27, 2017 August 29, 2017 September 5, 2017 October 23, 2017	#communication #project management #asana #focus #creditcard #purchasing #IEP #SPED #PUC #counseling #norms #data #SBAC #website #summer bridge #engineering night #academic data #wellness policy #positive culture

Do you know the languages your team members speak? How can you show them that you know and appreciate those languages?

You won't necessarily be given an invitation to "know" someone? How can you take initiative to know and be known?

Where are the exclusion zones on your campus, places that feel like only certain people are accepted or feel accepted, only certain languages spoken? How can you influence those to become more widely accepting?

Who are the people that team members that feel unknown? ("I don't come to work to make friends...." bull)

Are you in a zone of exclusion? How do you change that?

Are you eating together regularly?

If we are talking TO each other about strategies and solutions, we are moving forward. If we are talking ABOUT each other as the problem, we are stuck.



Leadership Meeting Agenda

Date: October 23, 2017

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Freddy Zepeda (COI), Ned Martinez-Zavala (GSC), Mildred Martin (PC/OM), Gabbie Aquino (MSW), Ainye Long (Lead Teacher), Paul Duran (SFA Facilitator)

Tags: #SMART Goals, #wellness policy, #positive culture, #student of the month

Task	Purpose	Timeframe	Notes/Outcome
<p>Check In: Review action steps from last meeting (not applicable today)</p>	<p>Review action steps from last meeting.</p>	<p>5 min</p>	<p>Reviewed action steps.</p>
<p>Discussion: Wellness Policy</p>	<p>Discuss Wellness Policy</p>	<p>10 min</p>	<p>Policy was submitted 10/20.</p> <p>Mr. Myers shared the google document to team. Mr. Myers followed up today for feedback. This was presented at student advisory meeting - community members reported to include mental health and mindfulness in policy.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • How do we communicate out to stakeholders? • What elements can we move forward with now?

			<p>Next steps:</p> <ul style="list-style-type: none"> • Board needs to approve it. • Ms. Jimenez will present it to parents and ask for feedback from them.
<p>Collaborative: Student of the Month Teacher of the Month</p>	<p>Discuss monthly celebrations and criteria for each.</p>	<p>10 min</p>	<p><u>Criteria for students of the month:</u></p> <ul style="list-style-type: none"> • Teachers decide by cohort (total 4 students) and then grade level teams nominate one per grade. • Out of all who were nominated, they will be placed in the student of the year. • Example • Example 2 • Categories: <ul style="list-style-type: none"> ○ Academic (Work Habits, not just grades) ○ Citizenship (Includes behavioral expectations) ○ Character (Social emotional skills, Personal Development)
<p>Collaborative: Review progress towards our SMART Goals</p>	<p>Each member will review their SMART goal and will share their progress towards these goals.</p> <p>Possibly rewrite goals for October (?)</p>	<p>10 minutes</p>	<p>SMART goals</p>



<p>Collaborative: Communication about students who are not going to be in class.</p>	<p>What is the best way and the best time to communicate about students who will be in J100 or in C202?</p>	<p>10 min</p>	<p>Only 4 students are being pulled out during Periods 2 & 4 for tutoring.</p> <p>New procedure:</p> <ul style="list-style-type: none"> Students will check into main office first before going to C202. <p>Challenge:</p> <ul style="list-style-type: none"> Investigation takes time. If an emergency occurs, how will we locate students? This is a safety issue. <p>Things to consider:</p> <ul style="list-style-type: none"> Can we slack teachers to communicate if students are in investigation? How does the new procedure impact OPS team? <ul style="list-style-type: none"> Maybe have a separate log for these students Students who should be going to C202 is incident report or investigation. How do we communicate out about ISS/OSS? What can we do to implement the BETM better? Training? Communication is very important. How do we find a balance in communication? How can we communicate in a succinct manner where we do not include feelings/opinions about students?
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<p>Collaborative: Building our positive school culture</p>	<p>Discuss incentive trips we can put in place- criteria, where to go, etc.</p>	<p>15 min</p>	<ul style="list-style-type: none"> ● NEXT STEPS: <ul style="list-style-type: none"> ○ Academic trip - Mr. Zepeda will bring it back to Academic committee and tie it this funding. ○ Culture trip - Mr. Castillo will bring it back to SCC committee and see if beach trip will be possible.
<p>Informative: Department Updates</p>	<p>Quick updates from each member</p>	<p>15 min (2 min each)</p>	<p>Aquino:</p> <ul style="list-style-type: none"> ● Working on presentations with 8th grade leaders on mental health, bullying, gossip, etc. ● Rearranging space downstairs in the ripple effects room. ● In communication with Amanecer about counseling referrals for our students. <p>Jimenez:</p> <ul style="list-style-type: none"> ● Working with Ms. Ned to calendar programming the rest of the school year (parent events with a focus on series on bullying and cyberbullying presentations). ● HS Choice Night: November 7. <ul style="list-style-type: none"> ○ New village girls academy ○ Miguel

			<p style="text-align: right;">Contreras</p> <ul style="list-style-type: none">● LCAP meeting this Thursday (10/25)● Food sales will occur on 10/25 with Math and Engineering night● Collaborate with clubs to see how they want to fundraise● Popalooza - school wide fundraiser - students get to sell popcorn <p>Martin:</p> <ul style="list-style-type: none">● Folders for Popalooze will be placed in staff boxes today - video shown tomorrow● Meeting this Friday after lunch on October 27 for an OPS meeting (D. Gamez mentioned for coverage for office) <p>Long:</p> <ul style="list-style-type: none">● Teachers working on STEAM night - PLEASE ADVERTISE!!! We have 41 slots left.<ul style="list-style-type: none">○ Rommel will be there for photography.○ Need help with registration, logistics, outreach. <p>Zepeda:</p> <ul style="list-style-type: none">● STEAM Night with teachers this Thursday. <p>Duran:</p> <ul style="list-style-type: none">● Updating SFA placement roster. He is up to date with enrollments. We
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			<p>aren't doing whole class swaps yet.</p> <ul style="list-style-type: none">• Waiting for MAPS data to make determinations on which level students are best suited for. <p>Castillo:</p> <ul style="list-style-type: none">• SLC update: kids are putting together spooky maze and dance. November 3rd is the potential date.• RJ training for teachers & mindfulness training for teachers.• Screening for tier 2 students for upcoming CICO system. Will be passed to MTSS team to see if it is equitable.• Day 1 tier 3 training this Saturday at MORCS. <p>Ms. Ned:</p> <ul style="list-style-type: none">• STEAM night this Thursday! Robotics workshop.• Scholastic book fair week!• DTLA Mini maker faire (Dec. 2, 2017): we got accepted! We need 5 students to build and create a project that will be showcased in the maker faire. What is a maker faire (click here)? <p>Mr. Myers:</p> <ul style="list-style-type: none">• Focus on supporting with culture and discipline.• Meeting with all
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			<p>teachers within the next 2 weeks - focus on classroom management.</p> <p>*GREAT SHAKE OFF: Thursday (10/25/17) at 11:00am</p>
Collaborative: Objectives review	Reflection of meeting success: did we meet our objectives?	2 min	

Action Steps (Oct 23)

Action Step	Assigned To...	Due Date	Notes/Outcome
Follow up with wellness policy with YPICS Executive Team	Mr. Myers	10/30/2017	
Discuss student of the month criteria and bring back to leadership team	Mr. Myers and Mr. Castillo	10/25/2017 (discussion) 10/30/2017 (leadership team)	
Popsicles for 6th graders (100% parent conference attendance)	Mr. Myers and Ms. Gamez	ASAP	-
Discuss OPs procedures for receiving students who are on the way to C202	Ms. Martin and OPS Team	ASAP	



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REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Check In: Review action steps from last meeting (not applicable today)	Done	
Discussion: Wellness Policy	Done	
Collaborative: Student of the Month Teacher of the Month	No	Proposal will be written by Myers and Castillo and brought back next week.
Collaborative: Review progress towards our SMART Goals	Done	
Collaborative: Communication about students who are not going to be in class.	No	No decisions made
Collaborative: Building our positive school culture	No	We have to follow up with committees about trips.
Informative: Department Updates	Done	





Leadership Meeting Agenda

Date: October 9, 2017

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Karina Gamez (COO), Freddy Zepeda (COI), Ned Martinez-Zavala (CSC), Mildred Martin (PC/OM), Gabbie Aquino (MSW), Ainye Long (Lead Teacher), Chord Hicks (PE Teacher)

Tags: #project management, #asana, #focus, #SMART Goals, #wellness policy, #positive culture

Task	Purpose	Timeframe	Notes/Outcome
<p>Check In: Review action steps from last meeting (not applicable today)</p>	<p>Review action steps from last meeting.</p>	5 min	<p>No meeting last week</p> <p>Soccer tournament will start on 10/24</p>
<p>Discussion: Wellness Policy</p>	<p>Brainstorm ideas for a wellness policy for MORCS.</p>	15 min	<p>Policy is due 10/20.</p> <p><u>MORCS Wellness Policy ideas:</u></p> <ul style="list-style-type: none"> - Making healthy snack and drink choices - Skipping meals issue - Education on the effects of making healthy choices and consequences of not making healthy choices - Promote 60 minutes of exercise daily - Create opportunities to promote active lifestyle - Find resources to help promote active

			lifestyle
Informative: School Advisory Council	Update on requests for action for SAC.	5 minutes	<p>Loading Zone</p> <ul style="list-style-type: none"> Officer East will present idea with Berendo admin and coordinate a meeting between both schools <p>CASA (Sanctuary Schools)</p> <ul style="list-style-type: none"> Mr. Myers will meet with CASA to learn about next steps. We will present it to YPICS board to ensure our YPICS schools are all sanctuary schools. <p>First SAC meeting on 9/20 - good turnout with 2 parents, 2 parents, Mr. Perez, and 2 community members.</p>
Collaborative: Review progress towards our SMART Goals	<p>Each member will review their SMART goal and will share their progress towards these goals.</p> <p>Possibly rewrite goals for October (?)</p>	10 minutes	<u>SMART goals</u>

<p>Collaborative: Building our positive school culture</p>	<p>Discuss incentive trips we can put in place- criteria, where to go, etc.</p>	<p>15 min</p>	<ul style="list-style-type: none"> • Must be outside of school hours (after school or weekends) • Incentive trips for ALEKS and Achieve 3k to help meet our goals • Service trips - community service? Clean beach? • City of LA trip to clean the city? • Criteria: <ul style="list-style-type: none"> ○ Students must be enrolled in ASP • NEXT STEPS: <ul style="list-style-type: none"> ○ Academic trip - Mr. Zepeda will bring it back to Academic committee and tie it this funding. ○ Culture trip - Mr. Castillo will bring it back to SCC committee and see if beach trip will be possible.
<p>Informative: Department Updates</p>	<p>Quick updates from each member</p>	<p>15 min (2 min each)</p>	<p>Mr. Zepeda (Academics):</p> <ul style="list-style-type: none"> - Grades due Fri. the 13th! - Engineering night - send a letter by the end of this week <p>Ms. Long (Staff Advocate):</p> <ul style="list-style-type: none"> - First teacher meeting last Thursday during lunch. - Staff needs to review expectations for supervision if they are helping out



			<ul style="list-style-type: none"> - Need guidelines on how staff can contribute for supervision - Follow up with students' work completion for J100 <p>Ms. Gamez (Operations):</p> <ul style="list-style-type: none"> - Parent conferences are booked 100% - Office sent a reminder last Friday for their appointment time for PC - Food orders: will be shared with teachers at OPS meeting at 7:40am on 10/10/17 - OPS meeting change time? <ul style="list-style-type: none"> - OPS meeting at 7:40am on Tuesdays - OPS meeting from 4:10pm-4:30 pm on Tuesdays - Audit will be on the week of 1/29. <p>Mr. Castillo (SCC):</p> <ul style="list-style-type: none"> - Bullying prevention month is this month! - Student Leadership Council will create videos and send it out to staff. - Lunch time activities to promote bullying awareness - Random metal detector searches will start this week (Ms. Gamez, Ms. Jimenez, Mr. Castillo, Mr. Zepeda, and Mr. Myers) - District Mandate - New facility update: drywall is up for the
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			<p>admin bldg</p> <ul style="list-style-type: none"> - Intensifying tier 1 - going to create student of the month and teachers of the month criteria <p>Ms. Jimenez:</p> <ul style="list-style-type: none"> - Check parent calendar - CCSA discussion with parents this Thursday at 3pm to prepare parents to rally in downtown <p>Ms. Aquino:</p> <ul style="list-style-type: none"> - Bullying awareness and self-care tips are being discussed and distributed by 8th grade leadership. <p>Ms. Martin:</p> <ul style="list-style-type: none"> - Parent conferences 100% logged - Picture day on 10/11: <ul style="list-style-type: none"> - Students will not be changing during PE. <p>Mr. Duran:</p> <ul style="list-style-type: none"> - Kelly's visit went well. Everybody was teaching SFA woohoo! - Kelly gave Mr. Duran a plan on the greater coaching model with teachers. Ms. Catarino will be first teacher he will implement coaching model with. - Trying to support Mr. Gallego because he has 9 students that need extra support. Reached out to Mr. Ballard to co-teach with Mr. Gallego. <p>Ms. Ned:</p> <ul style="list-style-type: none"> - Presentation with Ms. Jimenez.
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			<ul style="list-style-type: none"> - Trying to be more involved with SCC. - Soccer tournament - Reach out to resource fair for what community needs
Collaborative: Objectives review	Reflection of meeting success: did we meet our objectives?	2 min	

Action Steps (Oct 9)

Action Step	Assigned To...	Due Date	Notes/Outcome
Send reminder of goals to leadership team.	Myers	10/16/2017	
Ask academic committee which competition will be first for the field trip. Ask SCC committee ideas for field trip. Beach trip?	Mr. Zepeda & Mr. Castillo	Next committee meeting? 10/23/2017?	No progress on communicating out to committees for ideas. REPEAT FOR NEXT WEEK 10/30/17
Add student of the month and teacher of the month criteria to next leadership meeting	Mr. Castillo	10/16/2017	Ideas: <ul style="list-style-type: none"> - Free breakfast for students and parents for awardees Done!
Reserve auditorium for picture day 10/11/17	Mr. Myers	ASAP	Done!



REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
<p>Check In: Review action steps from last meeting (not applicable today)</p>	Done	
<p>Discussion: Wellness Policy</p>	Done	
<p>Informative: School Advisory Council</p>	Done	
<p>Collaborative: Review progress towards our SMART Goals</p>	Done	
<p>Collaborative: Building our positive school culture</p>	Done	
<p>Informative: Department Updates</p>	Done	
<p>Collaborative: Objectives review</p>	Done	



Leadership Meeting Agenda

Date: September 11, 2017

Objectives:

- Review action steps from 9/5
- Discuss next steps for academic data
- Discuss plan for SPED support
- Check in on school advisory council
- Get updates on our goals and from each department

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Karina Gamez (COO), Freddy Zepeda (COI), Mildred Martin (PC/OM), Gabbie Aquino (MSW), Ainye Long (Lead Teacher)

Tags: #project management, #asana, #focus, #academic data, #engineering night, #SMART Goals

Task	Purpose	Timeframe	Notes/Outcome
<p>Check In: Review action steps from last meeting (not applicable today)</p>	<p>Review action steps from last week.</p>	5 min	
<p>Discussion: Data- what are our next goals and how will we push for growth for all?</p>	<p>Make sure our school and our leadership team is data-driven, particularly in our academic data.</p>	10 min	<p>BO MAP Results</p> <p>Data Goals</p> <p>GROWTH Analysis (by teacher)</p> <p>Data helps Tutors have a perspective when walking into classroom to better assist students.</p> <p>Data is not where we want it to be, but it is a good place to start. Not pretty but realistic.</p>

			<p>What tools do we have to help our students meet their goals?</p> <p>Teachers should have discussions with students about their data. Myers is having meetings with teachers to help them with those discussions.</p> <p>Having data visible for all students and visitors to see. -Whiteboard -Banner</p>
<p>Action Item: SPED Support Plan</p>	<p>Discuss how we will provide support and fill Jaime's space</p>	<p>15 minutes</p>	<p>Request from Ballard: move Jalen to SPED</p> <p>Jaime will be creating a spreadsheet for resource Team.</p> <p>Mr. Ballard is asking if we can request a long term sub or Mr. S to be moved to the Resource Team.</p> <p>Compromise with Mr. S schedule to float Or Having Mr. S support Resource students in the classroom. Asking Mr. S if he is interested in taking on a new role.</p> <p>Ballard will be Lead Teacher</p>
<p>Action Item: School Advisory Council</p>	<p>Our school needs to initiate a school site advisory council.</p>	<p>5 minutes</p>	<p>2 community members, 2 parents, 2 students, two teachers.</p> <p>First meeting must happen before our 9/25 board meeting.</p> <p>ELAC, LCAP, Title I, General School Info; will follow up with MDC meeting</p> <p>Yvette will provide an</p>

			agenda.
Collaborative: Review progress towards our SMART Goals (set last week)	Each member will review their SMART goal and will share their progress towards these goals.	10 minutes	SMART goals
Informative: Department Updates	Quick updates from each member	15 min (2 min each)	<p>Zepeda: - New Tutor Mr. castaneda -Has experience working with ELs -Grades will lock tomorrow.</p> <p>Castillo: -Student LEadership COuncil- 23 students, first event Dance, date TBD. -Couple MTGS this week, T and TH -MORE Store this friday!(scholar Dollars only) -Facility Update-Admin bldg getting built.</p> <p>Aquino: -Working with two students who will be making a presentation for their sex ed class, anticipate presentation for friday. -Lots of mtgs this week. -Goal to make it to the last two 6th grade classes.</p> <p>Gamez: -Challenging when people are out -Made phone calls to parents -translating club letters. -Meeting with Ms. Castellon regarding Meal Audit. -Martin and I will be visiting classrooms during breakfast time -no date yet for the Audit or what school they will visit. -Requesting Subs</p>



			<p>Long: -Grades are in! -Working with Ms. Rodman to help her assess students.</p> <p>Jimenez: -I was out a few days -Working with LACC with an online application for classes. -helping parents create emails - supporting office staff and Ms Gamez with translations. -Sex Ed.org -workshop for parents. (hopefully by the end of this month in spanish) -Bullying workshop for parents, hopefully by the end of the semester.</p> <p>Martin: -Enrolled new 6th grader -waiting on Matveeva and Urbina Sibling - Starting PTC apps. -two Mail Outs this friday -Shadowing Ms. Gamez tomorrow OPS Mtg</p> <p>Myers: -Training for after school tutors on classroom management -email Myers if you think of anything he should cover.</p>
Collaborative: Objectives review	Reflection of meeting success: did we meet our objectives?	2 min	



Action Steps (Sept 11)

Action Step	Assigned To...	Due Date	Notes/Outcome
Create a soccer tournament in Oct	Aquino and Castillo	9/18/17	In Progress
Send permission slip to 6th grade team for field trip	Castillo	9/6/17	Done
Continue discussion of data and goal setting as a school (add to next week's agenda).	Myers	9/18/17	

REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Check In: Review action steps from last meeting (not applicable today)	Done	
Discussion: Data- what are our next goals and how will we push for growth for all?	Done	
Action Item: SPED Support Plan	Done	
Action Item:	no	Will be done in admin meeting



School Advisory Council		
Collaborative: Review progress towards our SMART Goals (set last week)	Done	
Informative: Department Updates	Done	
Collaborative: Objectives review	Done	

Leadership Meeting Agenda

Date: September 5, 2017

Objectives:

- Follow up on previous action items
- Share Central Team Update
- Discuss school advisory council
- Collaborate and reflect on our areas of focus
- Share department updates

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Karina Gamez (COO), Freddy Zepeda (COI), Mildred Martin (PC/OM), Gabbie Aquino (MSW)

Tags: #communication, #project management, #asana, #focus

Task	Purpose	Timeframe	Notes/Outcome
Check In:	Review action steps	5 min	NWEA Map parent



<p>Review action steps from last meeting (not applicable today)</p>	<p>from last week.</p>		<p>letters in the works</p> <p>Laptops for 8th grade not an issue</p>
<p>Informative: Update from Central</p>	<p>Keep leadership team up to date with information from our central staff.</p>	<p>10 min</p>	<p>School Advisory Council</p> <p>BPP and Mandated Reporter- need to hold this week if not completed.</p> <p>Roll Over Sick Days Policy and Next Steps</p> <p>Website and Twitter (pending 9/25 Board Mtg)</p> <p>Executive Admin meet was about microcredentials; met today with Academic Team</p>
<p>Action Item: School Advisory Council</p>	<p>Our school needs to initiate a school site advisory council.</p>	<p>5 minutes</p>	<p>2 community members, 2 parents, 2 students, two teachers.</p> <p>First meeting must happen before our 9/25 board meeting.</p> <p>ELAC, LCAP, Title I, General School Info; will follow up with MDC meeting</p> <p>Yvette will provide an</p>



			agenda.
<p>Collaborative: Review progress towards our SMART Goals (set last week)</p>	<p>Each member will review their SMART goal and will share their progress towards these goals.</p>	<p>10 minutes</p>	<p><u>SMART goals</u></p>
<p>Informative: Department Updates</p>	<p>Quick updates from each member</p>	<p>15 min (2 min each)</p>	<p><u>Ops</u> Subs for Harry and Archer. Working with case manager with student attendance. Working with SPED with S.C. 6th grade Flyer for Drama Club went out. Working on NWEA Parent Ltr.</p> <p><u>Academics</u> Working w new EL students (count 8). EL Team meeting tomorrow CASA Conference Thurs & Fri - will be out. Shoutout to McKinzie and Smith for supporting EL students</p> <p><u>Office</u> 2 new students in 7th grade Meal Program meet tomorrow Attendance period due today Meal eligibility letters need to be sent out to parents Scheduling for parent conferences</p> <p><u>SCC</u> SW: Shoutout to Rosenberg; working with teacher during class councils DACA letter feedback Met w students re cyberbullying and working with empowering students.</p> <p><u>DSCC:</u> Working on club proposal form and parent communication</p>

			<p>form. Rosenberg is working on this documentation for his drama club. Info will be posted on the portal. 6th Grade Field Trip: 9/20 Working on reserving buses and creating trip slips Duran will reach out to the fair to see if they can bring their lunches. Football tickets on the 30th (I'm going to college) Leadership applications went out today- due on Friday Arreola will be partnering Suspensions report went out on Friday.</p>
Discussion: Uniform Surveys	Review 123 responses : - 78% Yes	5 min	We will add survey to parent survey for parent conferences in October.
Discussion: Soccer Tournament	Is it feasible to have a soccer tournament in October?	5 min	8 team bracket; cohorts; not more than 2 8th graders. Run through Student Leadership Council as a lunchtime activities
Collaborative: Movie night/day	What is the process for teachers to request a movie night or any other event?	5 min	Need to talk with teachers about sharing information with students before they actually have approval.
Collaborative: Objectives review	Reflection of meeting success: did we meet our objectives?	2 min	

////////Action Steps (Sept 5)

Action Step	Assigned To...	Due Date	Notes/Outcome
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Schedule admin meets on PD MORCS calendar	Leadership Team	Throughout the year	Done -December
Email Rommel uniform survey	Aquino	9/7/17	Done Rommel will add the uniform survey to the parent survey for parent conferences.
Create a soccer tournament in Oct	Aquino and Castillo	9/18/17	In Progress
Send permission slip to 6th grade team for field trip	Castillo	9/6/17	
Add event request forms to admin meeting agenda	Myers	9/6/17	

REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Check In: Review action steps from last meeting (not applicable today)	Done	
Informative: Update from Central	Done	
Action Item: School Advisory Council	Done	
Collaborative:	Done	



Review progress towards our SMART Goals (set last week)		
Informative: Department Updates	Done	
Discussion: Uniform Surveys	Done	
Discussion: Soccer Tournament	Done	
Collaborative: Objectives review	Done	

Leadership Meeting Agenda

Date: August 29, 2017

Objectives:

- Review communication norms
- Gather feedback on weekly leadership meeting structure
- Share department updates
- Create SMART Goals and next steps for areas of focus
- Plan for upcoming projects

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Karina Gamez (COO), Freddy Zepeda (COI), Cynthia Jimenez (PC), Mildred Martin (PC/OM), Gabbie Aquino (MSW)

Tags: #communication, #project management, #asana, #focus, #engineering night

Task	Purpose	Timeframe	Notes/Outcome
<p>Check In: Review action steps from last meeting (not applicable today)</p>	<p>Ensure all action steps from previous meeting(s) have been taken.</p>	<p>0 min</p>	<p>Not applicable today</p>
<p>Collaborative: Review Communication Expectations and Norms</p>	<p>How are we doing?</p>	<p>5 min</p>	<p><u>MORCS Communication Norms</u></p> <p>Areas of growth:</p> <ol style="list-style-type: none"> 1. Check on Asana 2. Email subject lines
<p>Gathering Feedback: Weekly leadership meeting structure</p>	<p>Discuss ideas/timeframe for leadership meeting</p>	<p>10 min</p>	<p>Day:</p> <ul style="list-style-type: none"> - Keep on Tuesdays - Concerned with Tuesdays for sports - You miss Mondays for holidays + board meetings on Mondays <p>Time:</p> <ul style="list-style-type: none"> - Shift to 4:15pm (for supervision and transition) <p>Attendees: (current attendees, lead teacher/s, committee chairs, SFA facilitator, advisory coordinator, SPED lead, leadership teacher, ASP Coordinator- it's a lot of people).</p> <ul style="list-style-type: none"> - We want to have

			<p>all grades represented.</p> <ul style="list-style-type: none"> - Things to think about: - Function of team? - Purpose of team?
<p>Informative: Department Updates</p>	<p>Quick updates from each member</p>	<p>15 min (2 min each)</p>	<ol style="list-style-type: none"> 1. Zepeda: had teams identify 5 hot list students based on data and create strategies to support students. Plan in SFA for students who are EL 1 - Rodman will do modified SFA. 2. Castillo: Castorena+Garcia created digital version of ODR. Fun Fridays. Amanecer - community MH agency. 3. Gamez: will be extending offer for office asst. Continue to make positive phone calls with Mr. Rosenberg and Ms. Archer. Positive ops meetings. 4. Martin: finalize emergency cards into Illuminate (done by tomorrow). Start using one call - new system. Enrolling new students (8th grade: 121 students). Parent conferences postcards will be ready by 9/1/17. 5. Myers: Social media policy discussion in central. Board has to approve social media

			<p>policy on 9/25/17. We need to ensure all parents are notified and they have media release form for all students. Micro Credentials discussion to set the path for teachers.</p> <p>6. Aquino: logistics for fun Friday; teachers have done a great job working with students. We are receiving less ODRs than last year; 7th grade fun Friday is this week on Thursday- only 3 are ineligible. Working on peer mediation</p>
<p>Collaborative: Continued Discussion of Goals/Areas of Focus (site data review)</p>	<p>We will go back to our meeting notes from our discussion about areas of focus for next year; we work on creating an action plan for the selection items.</p>	<p>20 minutes</p>	<p><u>June 20 Meeting Notes</u></p> <p>Areas of focus: Feedback and Support School Culture</p> <p>Next steps: Create <u>SMART goals</u> Create action steps and assignments</p>
<p>Collaborative: Upcoming projects and assignments</p>	<p>Discuss upcoming projects and how we will work together to be successful.</p>	<p>20 min</p>	<p>Report cards (9/8)</p> <ul style="list-style-type: none"> - It will go out by the 15th the latest. Waiting on Zepeda for the greenlight. <p>Parent Engineering Night (9/26)</p> <p>- PROPOSED DATE: WEDNESDAY, OCTOBER 25</p>



			<ul style="list-style-type: none"> - Teachers will have time to plan and test experiments with students. - NGSS (next generation science standards) - Wanted to have experiments parents can do with their students during this night. - Concerns: Do we have enough time to buy supplies and have a plan B experiment? <p>Parent Conferences (to be discussed at a later meeting)</p> <ul style="list-style-type: none"> - Week of Oct. 16 - Have breaks in between for teachers? - Ms. Gamez has to meet with Mr. Myers to hash out logistics.
<p>Collaborative: Objectives review</p>	<p>Reflection of meeting success: did we meet our objectives?</p>	<p>2 min</p>	

Action Steps (Aug 29)

Action Step	Assigned To...	Due Date	Notes/Outcome
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Finish MAPs letter	Myers		
Talk to Ochoa about laptops for 8th grade	Myers		
Send out report cards	Office Staff and Zepeda	September 15	

REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Check In: Review action steps from last meeting (not applicable today)		
Collaborative: Review Communication Expectations and Norms	DONE	
Gathering Feedback: Weekly leadership meeting structure	DONE	
Informative: Department Updates	DONE	
Collaborative: Continued Discussion of Goals/Areas of Focus (site data review)	DONE	



Collaborative: Upcoming projects and assignments	DONE	
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Parking Lot Items

Should we transition into paying for Slack?

- Questions about slack:
 1. Do we pin files?
 2. Do we continue responses on threads?

Micro Credentials opportunities for staff: Excel Whiz?!



Leadership Meeting Agenda

Date: July 27, 2017

Objectives:

- Check in on previous action steps
- Review our implementation of communication norms
- Establish Meeting Norms
- Summer Project Check-In and Calibration
- Review school website for content and ensure accuracy in communication
- Review school SBAC data and discuss similar/local schools comparison.
- Review “Welcome Back” letter and approve for mail out
- Review Uniform Survey Results

Attendees: Kevin Myers (EA), Karina Gamez (COO), Freddy Zepeda (COI), Cynthia Jimenez (PC), Mildred Martin (PC/OM), Gabbie Aquino (MSW)

Tags: #communication, #project management, #asana, #norms, #website, #summer bridge

Task	Purpose	Timeframe	Notes/Outcome
Collaborative: July 17th action step check	Check in to ensure action steps from the previous meeting were met or completed.	5 min	All action items were met/completed. We have to follow up again with Mr. Duenas. See action items below.
Informational/Review: Communication Expectations and Norms	Review communication norms and check in on how we are doing	10 minutes	MORCS Communication Norms
Collaborative: Establish Meeting Norms	We will discuss norms for leadership meetings during the 17-18 school year.	15 minutes	Castillos: Meeting Norms Castillo: Being Mindful of our Air Space, Certain people that dominate the conversations. Martin: Step Back, Step



			<p>Forward rule, allowing other to step forward and being mindful when you are speaking too much</p> <p>Aquino: Having our norms being outlined in the same template that Rommel used during the YPICS Summer Leadership Mtg.</p>
<p>Collaborative: Summer Project Check-In and Calibration</p>	<p>Using Asana, we will check in to ensure that we are on track to being ready for the school year.</p>	<p>20 minutes</p>	<p>Gamez: Purchasing of Supplies, Teacher Care boxes , Uniform Sales and ASP/MO outreach numbers. Phone banking for ASP applications. Creating PO for Uniforms. Contacting Bus Company.</p> <p>(Myers: Please share all PO with Mr. Myers)</p> <p>Zepeda: Testing, Almost done with cohorts for 6th grade(should be done by tonight), All 6th graders to their Advisory classes. Preparing PD books has been completed, Travel Cards will be generated by Illuminate once they have all been scheduled into their classrooms. Needs support from Ms. Martin to move a new student from their old cohort to new cohort group.</p> <p>Jimenez: Supporting</p>



			<p>Office staff with All Documents (EC, MR, Policies etc.) Surprised our uniform sales have been slow, possible having make-up uniform sales next week, Been working on updating Parent Curriculum . Still needs Support from everyone with pictures and responsibilities/duties. Needs a purchase order/Cash Advance for Coffee and supplies for the whole semester. Ready for Next Week! Town hall Meeting Next week with GPS representative, needs to meet with Admin about the plans and getting 2 parents to give their testimony during the meeting. (2 from MORCS and 2 from Berendo) Need help from Berendo for Child Care and Lunch area for food. They are providing everything we just need space (janitorial Logistics) Need to meet with Ms. gamez regarding Transportation for school year and identifying Jimenez role.</p>
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			<p>Myers: HR for all schools. Talking to Rommel about Website. Budgeting things and curriculum pieces for Camacho (admin/leadership decision) Paycom</p> <p>Castillo: Had a good PD with new teachers. Working on hiring for our new School culture and climate position, looking at the school suspension program.</p> <p>Aquino: 80% finished with advisory curriculum, but would like more to choose from. PD went well and nice to build relationships with new Teachers. Target Identified finished, thanks to everyone that helped. Need to contact MORCS Community Mental Health Resources in community as a backup for PUC. Please use the document from last yea. Champs for change will be coming by next week for a tour, need assistance from Myers.</p> <p>Martin: Meal</p>
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			<p>applications and receiving eligibility for that. ACT: reach out to Ms. Suzie for access on mealtime. Finish data on Illuminate for new and returning students. ACT: coordinate with Admin for roles and responsibilities for Ms. Jimenez's documents. Suzie and Diana are finalizing it and will send it over.</p>
<p>Collaborative: Review website for accuracy of content.</p>	<p>Review writing needs for school website; set due date.</p>	<p>10 minutes</p>	<p><u>Writing Assignments</u> Once Rommel get all data, it takes about a week to update the website.</p> <p>Feel free to use Myers Blurb as a guide.</p> <p>To be written in third person.</p> <p>Due date next Friday. August 4th, 2017</p>
<p>Informative/Discussion: Review of uniform survey data</p>	<p>Discuss data from parent/student survey about adding a new uniform color.</p>	<p>5 minutes</p>	<p><u>Uniform Survey Results</u></p> <p>We will continue to collect data</p> <p>We will look at data next mtg.</p>
<p>Informative: Summer Bridge Plans</p>	<p>Sharing expectations for the team for Summer Bridge</p>	<p>5 minutes</p>	<p><u>Summer Bridge Schedule and Expectations</u></p> <p>Summer Bridge and PD Plan</p> <p>Still negotiating prices for</p>



			<p>Achieve 3000 Ms. Vela (regional Supervisor for YPI) will be reaching out to us.</p> <p>Ms. A Lopez resigned, still haven't been able to reach Ms. Rodriguez.</p>
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Summer Bridge Planning: ALL HANDS ON DECK!

Classes	Instructor	Rooms				
Academic Programs	Rodman	J104				
School Culture & Climate	Aquino/Castillo/ R. Lopez	J103				
Teambuilding	After School	J102				
Surviving MS	L Garcia	J101				

New Student Summer Bridge (6-8) ♦ Monday - Friday ♦ Aug 1-5, 2016					
		Rodriguez (J104)	Rodman (J103)	Berrios/Camacho (J102)	Garcia (J101)
Session	Time	Programs	SCC	Teambuilding	Surviving MS
1	9:00a - 9:43a	6A	6B	6C	6D
2	9:45a - 10:28a	6D	6A	6B	6C
Snack/Recess	10:28a - 10:58a	Snack/Recess			
3	11:00a - 11:43a	6C	6D	6A	6B
4	11:45a - 12:30p	6B	6C	6D	6A
Dismissal					

Day 1: Schedule and Expectations

Session	Time	Expectation/Role for Staff
Set-up and Arrival	8:00-8:45am	Martin/Garcia: Registration Jimenez: Welcoming Parents in Parent Center All Others: Present and Available; supervision and direction
Session 1	9:00-9:43	Garcia/Martin: Stationed at Office and at Registration for Latecomers All: Help get all students to the correct class All: Help direct students into lines and to enter class in an



		<p>orderly way.</p> <ul style="list-style-type: none"> ● Myers: 6A ● Castillo: 6B ● Zepeda: 6C ● Gamez: 6D
Transition	9:43-9:45	Admin: outside to help with transition, line up
Session 2	9:45-10:28	<p>Admin: walk classes, uniform check</p> <p>Office: Set up for Breakfast</p>
Snack/Recess	10:28-10:58	<p>Admin: outside to help with transition, line up</p> <p>Teach expectations for lining up for lunch and cleaning up</p>
Session 3	11:00-11:43	Admin: walk classes, uniform check
Transition	11:43-11:45	Admin: outside to help with transition, line up
Session 4	11:45-12:30	Admin: walk classes, uniform check
Dismissal	12:30	All hands on deck

Summer Bridge and PD Plan (Admin Placement)

	Monday	Tuesday	Wednesday	Thursday	Friday
PD	N/A	Zepeda Myers Gamez Garcia	Zepeda Myers	Zepeda Gamez Castillo	All
Summer Bridge	All	Jimenez/Martin	Gamez/Castillo	Myers/Jimenez	All



		/Aquino/Bernardino	Jimenez/Martin/Garcia	/Aquino/Martin/Garcia	
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https://docs.google.com/spreadsheets/d/1_F1hlvHVmuSwngOOPdXqyYrUmwwS1hV1kg6JVIWUXCw/edit#gid=903022911

Action Steps (July 17):

Action Step	Assigned To...	Due Date	Notes/Outcome

REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Collaborative: July 10th action step check	Yes	
Informational/Review: Communication Expectations and Norms	Yes	
Collaborative: Establish Meeting Norms	Yes	
Collaborative:	Yes	



Summer Project Check-In and Calibration		
Collaborative: Website content discussion	Yes	
Informative/Discussion: Review of uniform survey data	Yes	
Informative: Summer Bridge / PD Plans	Yes	

Parking Lot Items

Leadership Meeting Agenda

Date: July 17, 2017

Objectives:

- Check in on previous action steps
- Establish Meeting Norms
- Summer Project Check-In and Calibration
- Review school website for content and ensure accuracy in communication
- Review school SBAC data and discuss similar/local schools comparison.
- Review “Welcome Back” letter and approve for mail out

Attendees: Kevin Myers (EA), Karina Gamez (COO), Freddy Zepeda (COI), Cynthia Jimenez (PC), Mildred Martin (PC/OM), Gabbie Aquino (MSW)

Tags: #communication, #project management, #asana, #focus, #norms, #data, #SBAC

Task	Purpose	Timeframe	Notes/Outcome
Collaborative: July 10th action step check	Check in to ensure action steps from the previous meeting were met or completed.	5 min	All action items were met/completed. We have to follow up again with Mr. Duenas. See action items below.
Informational/Collaborative: Establish Communication Expectations and Norms	Create and discuss meeting norms for our leadership meetings and summer project check ins. Discuss email subject line protocols.	10 minutes	MORCS Communication Norms Meeting norms will be tabled to the next meeting so everybody is present.
Collaborative: Summer Project Check-In and Calibration	Using Asana, we will check in to ensure that we are on track to being ready for the school year.	20 minutes	Mr. Zepeda: <ol style="list-style-type: none"> 1. Uploaded scores/results on Illuminate. 2. Testing this Wed.-Fri. <ol style="list-style-type: none"> a. Thursday support: Plan



			<p>A: Myers, Plan B: Jimenez, Plan C: Martin</p> <p>b. Details: Select Rodman as teacher account.</p> <p>3. Set up Achieve 3000 account.</p> <p>Mr. Myers:</p> <ol style="list-style-type: none"> 1. Spent a lot of time with teachers with Advisory Curriculum. 2. Meeting with Exec Team <ol style="list-style-type: none"> a. present morethansexed curriculum b. Camacho will teach in 8th grade elective (10 weeks) <p>Ms. Gamez:</p> <ol style="list-style-type: none"> 1. Finalized parent calendar for the year. (Just need a few more from community reps). 2. Transportation: <ol style="list-style-type: none"> a. Decrease 1 bus and eliminate 5 stops. We now only have 4 stops. We only have 1 bus now. 3. Task: Finish Meal Exam 4. Uniform sales are next week. Set up this Friday. Sales start on Monday, July 24th. Make up day will be on July 31st. <ol style="list-style-type: none"> a. Uniform surveys will be conducted at the registration desk.
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			<p>Ms. Jimenez:</p> <ol style="list-style-type: none"> 1. Finalized town hall meeting on August 19. Task is to have a planning meeting to prepare for it. 2. Task: High school choice night - Oct. 3. Finished August calendar and menu. It will be sent out tomorrow. 4. Need support: How can we condense all 3 binders for sign in for our parent volunteers? (AM sign in, PM sign in, Donations) <ol style="list-style-type: none"> a. Option 1: Fill out google form with 3 options. We have 60 ipads that aren't being used. 5. Transition to middle school curriculum. <p>Ms. Aquino:</p> <ol style="list-style-type: none"> 1. Was able to connect counselor with a family for services for the summer. 2. Attended YPI Conference last week- very inspiring. <ol style="list-style-type: none"> a. Now planning how she can integrate her learning from the conferences with the tasks at MORCS. 3. Finalizing advisory curriculum with McKinzie 4. Meeting with Archer about peer mediation
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			<p>club.</p> <p>Ms. Martin:</p> <ol style="list-style-type: none"> 1. Input registration data into Illuminate. <ol style="list-style-type: none"> a. Includes IEP, MH svcs, etc. 2. Recreate binders. 3. Prepare for uniform extravaganza.
<p>Collaborative: Review website for accuracy of content.</p>	<p>As a team, we will discuss the content on our website and plans for the upcoming year.</p>	<p>15 minutes</p>	<p>Please let Mr. Myers or Rommel know if you have any other feedback.</p> <p>Mr. Myers documented our comments for the website.</p> <p>Needs our support to help create descriptions for website.</p>
<p>Collaborative: Review “Welcome Back” Letter</p>	<p>Review “Welcome Back” Letter, discuss and approve for mail out.</p>	<p>5 minutes</p>	<p>Myers will type it up, please add feedback.</p>
<p>Informational: SBAC Data Review</p>	<p>Look at similar schools comparison for SBAC data.</p>	<p>5 minutes</p>	<p>SBAC Similar Schools Comparison (5x5)</p>

Action Steps (July 17):

Action Step	Assigned To...	Due Date	Notes/Outcome
<p>Follow up with Duenas re: cash advance and/or credit card for supplies</p>	<p>Kevin</p>	<p>July 24th</p>	<p>Done</p>

Create copies of the Email Subject Line Protocols and distribute to leadership team	Kevin	July 24th	Done
Share job descriptions with Ms. Jimenez	Kevin	July 24th	Done
Identify students for Target shopping spree.	Aquino	July 18th	Done
Write a blurb (paragraph) about yourself for the website.	Leadership Team	TBD	

REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Collaborative: July 10th action step check	Yes	
Informational/Collaborative: Establish Communication Expectations and Norms	Yes	Need to speak about meeting norms
Collaborative: Summer Project Check-In and Calibration	Yes	



<p>Collaborative: Review website for accuracy of content.</p>	<p>Yes</p>	
<p>Collaborative: Review “Welcome Back” Letter</p>		<p>Mr. Myers will type it up and will review feedback tomorrow.</p>
<p>Informational: SBAC Data Review</p>	<p>Yes</p>	

Parking Lot Items
<p>Schedule meeting for finalization of bus schedule and stops</p>
<p>Will we continue with these meetings during the school year?</p>
<p>How will communication norms continue in the school year?</p>
<p> </p>



Leadership Meeting Agenda

Date: July 10, 2017

Objectives:

- Check in on previous action steps
- Establish Communication Expectations and **Norms**
- Summer Project Check-In and Calibration
- Continued Discussion of Goals/Areas of Focus (site data review)
- Recommendation for IEP Scheduling
- Discuss PUC counseling recommendations

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Freddy Zepeda (COI), Cynthia Jimenez (PC), Mildred Martin (PC/OM), Gabbie Aquino (MSW)

Tags: #communication, #project management, #asana, #focus, #IEP, #SPED, #PUC, #counseling

Task	Purpose	Timeframe	Notes/Outcome
Collaborative: June 26 action step check	Check in to ensure action steps from the previous meeting were met or completed.	5 min	
Informational/Collaborative: Establish Communication Expectations and Norms	Clarify everyone’s understanding and expectations for communications amongst our team for the summer and for the 17-18 school year. Check in on Slack usage	15 minutes	<ul style="list-style-type: none"> ● Use of Slack <ul style="list-style-type: none"> ○ Use as main source of communication (in place of text messages) ○ Make sure to be signed in to all teams on all devices.



			<ul style="list-style-type: none">○ Include links to important documents as reminders. Continue to use google docs to share documents.● Regarding assigned tasks<ul style="list-style-type: none">○ Send requests for tasks through slack. Respond with “copy” or other response.○ Email will be sent and will be followed up by a reminder via-slack.● Timeliness<ul style="list-style-type: none">○ Slack/text - before you leave campus.○ Email - 48 hours
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			<p>(will reflect in near future)</p> <ul style="list-style-type: none"> ○ If response is necessary, call person to receive immediate response (or auto-text response). ● Agendas <ul style="list-style-type: none"> ○ Send agendas at least 24 hours before meeting. ● Email subject line protocol? <ul style="list-style-type: none"> ○ See action steps
<p>Collaborative: Summer Project Check-In and Calibration</p>	<p>Using Asana, we will check in to ensure that we are on track to being ready for the school year.</p>	<p>20 minutes</p>	<p>Ms. Martin - inserting data into illuminate (ex. Emergency card info). Need to store binders from 15-16, 16-17, that need to be stored. Prepping for uniform sales.</p> <p>Ms. Jimenez - phone banking for Ms.</p>



			<p>McKinzie's class. Working on bus transportation daily tracker from 16-17. Programing alert solutions announcement.</p> <p>Mr. Zepeda - upload incoming students to NWEA system for testing. Testing will take place next week from weds-fri. Create new email accounts and start setting up academic programs.</p> <p>Mr. Castillo - working on classroom observation tool. Look into ripple effects lesson plans. Would like to look at cohort placements to provide recommendations.</p> <p>Ms. Aquino - received school climate transformation grant details. Will share w/ Mr. Castillo to coordinate possible PD's. Heard back from Latino Equality Alliance - they offer services that might be beneficial to our families. Preparing to discharge last 2 clients of the</p>
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			<p>school year (July 31st).</p> <p>Mr. Myers - working on transitional items w/ Mr. Dueñas. Starting to finalize new teacher orientation and new teacher training. Purchasing new curriculum -- new history text (TCI), Science curriculum is set for new year. Teachers will be here tomorrow morning to work on Advisory curriculum. Goal is to finish advisory curriculum by Friday. Goal is to have 3 years of curriculum (to be completed by next summer).</p>
<p>Collaborative: Continued Discussion of Goals/Areas of Focus (site data review)</p>	<p>We will go back to our meeting notes from our discussion about areas of focus for next year; we work on creating an action plan for the selected items.</p>	<p>20 minutes</p>	<p>June 20 Meeting Notes</p> <p>Areas of focus: Feedback and Support School Culture</p> <p>Next steps: Create goals (see document above)</p>
<p>Collaborative: Scheduling of Admin Meetings</p>	<p>Make a decision about how we would like to schedule IEP meetings</p>	<p>5 min</p>	<p>Will follow up with resource team</p>
<p>Collaborative:</p>	<p>Discussion of recommendations for PUC Counseling</p>	<p>10 min</p>	<p>Will follow up with recommended families and will keep Mr.</p>

Recommendations for PUC Counseling (Aquino)			Castillo in the loop.
Discussion: Other Requested Topics	Uniforms	10 min	Survey parents, students, and staff re: uniform bottoms.

Action Steps (July 10):

Action Step	Assigned To...	Due Date	Notes/Outcome
Need to research e-mail subject lines	Kevin	July 17th	Done (7/14/17)
Take boxes with binders from 15-17 to storage bin	Leadership	July 17th after meeting	
Follow up with Zubia re: cash advance and/or credit card for supplies	Kevin	July 11th	Done (7/13/17)
Schedule meeting for next thursday at 1pm to discuss goals/areas of focus	Kevin	July 10	Done (7/10/17)
Follow up with Nutt RE: Scheduling of IEPs	Kevin	July 10	Done (7/12/17)
Create google survey for uniform pants	Aquino	July 17	<u>Done</u> (7/17/17)



REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Collaborative: June 26 action step check	Yes	
Informational/Collaborative: Establish Communication Expectations and Norms	Partially	Need to discuss meeting norms.
Collaborative: Summer Project Check-In and Calibration	Yes	
Collaborative: Continued Discussion of Goals/Areas of Focus (site data review)	No - will continue on July 20th	
Collaborative: Scheduling of IEP Meetings	Yes - must follow up with resource team	
Collaborative: Recommendations for PUC Counseling (Aquino)	Yes	

Parking Lot Items
Schedule meeting for finalization of bus schedule and stops
Will we continue with these meetings during the school year?
How will communication norms continue in the school year?



Leadership Meeting Agenda

Date: June 26, 2017

Objectives:

- Establish Communication Expectations and Norms
- Summer Project Check-In and Calibration
- Continued Discussion of Goals/Areas of Focus (site data review)
- Credit Card and Purchasing Update for 17-18

Attendees: Kevin Myers (EA), Jose Castillo (DSCC), Karina Gamez (COO), Freddy Zepeda (COI), Cynthia Jimenez (PC), Mildred Martin (PC/OM), Gabbie Aquino (MSW)

Tags: #communication, #project management, #asana, #focus, #creditcard, #purchasing

Task	Purpose	Timeframe	Notes/Outcome
<p>Informational/Collaborative: Establish Communication Expectations and Norms</p>	<p>Clarify everyone’s understanding and expectations for communications amongst our team for the summer and for the 17-18 school year.</p> <p>Set up Slack</p>	15 minutes	Leadership team agreed to try Slack for the summer. They will use the #leadership channel.
<p>Collaborative: Summer Project Check-In and Calibration</p>	<p>Using Asana, we will check in to ensure that we are on track to being ready for the school year.</p>	15 minutes	<p><u>Mr. Zepeda -</u> Task: Rosters for 7th & 8th grade students.</p> <ol style="list-style-type: none"> 1. Needs support for new 7th & 8th grade students 2. Needs support for live updates on receiving new students <p>Task: Send letter to 6th graders for summer testing. Wants to test on July 19, 20, and 21.</p> <ol style="list-style-type: none"> 1. Needs support for mailing out letters.



			<p>Ms. Martin will help him.</p> <p>Task: Set up new staff and member center.</p> <p>Task: Upload SBAC scores on Illuminate.</p> <ol style="list-style-type: none"> Needs a template to upload SBAC 16-17 scores. It would not let him upload it. ACTION: check in with Mr. Harvey or call Illuminate. <p><u>Ms. Martin -</u></p> <p>Task: Inventory for office supplies and uniforms. Binder switches.</p> <p>Task: Send out summer bridge notification (July 31 - August 4).</p> <ol style="list-style-type: none"> Awaiting approval from flyer from Ms. Gamez. <p>Task: Compliance projects</p> <ol style="list-style-type: none"> Needs support from Ms. Garcia and Compliance Coordinator. <p><u>Ms. Gamez -</u></p> <p>Task: Requested for cash advance to purchase items for upcoming school year.</p> <ol style="list-style-type: none"> Needs support from Ms. Zubia <p>Task: Close out meal binders.</p> <p>Task: Transportation surveys with Ms. Jimenez.</p> <p>Task: Attend meal certification training with Ms. Martin.</p> <p><u>Ms. Jimenez -</u></p> <p>Task: Gather data on bus services to learn stops for each family.</p> <ol style="list-style-type: none"> Needs to coordinate with Ms. Gamez on bus stops <p>Task: Create schedule for parent center events.</p> <ol style="list-style-type: none"> Needs to coordinate with Ms. Gamez to
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			<p>schedule events. Task: Update curriculum for middle school transition</p> <ol style="list-style-type: none"> Needs support from leadership team <p>Task: Coordinate bus services for summer bridge program</p> <ol style="list-style-type: none"> Ms. Gamez needs to contact bus company ASAP. <p><u>Ms. Aquino:</u></p> <ol style="list-style-type: none"> Connections with PUC counselors- will continue working on building this partnership; counselors will be available this summer. Counseling services are available for families (in English) Finalizing and sharing TFI data. <p><u>Mr. Castillo:</u></p> <ol style="list-style-type: none"> Calendaring events for this upcoming school year. Create a supervision plan for this upcoming school year. Update safety binder. <p><u>Mr. Myers:</u></p> <ol style="list-style-type: none"> Hiring Ordering new materials
<p>Collaborative: Continued Discussion of Goals/Areas of Focus (site data review)</p>	<p>We will go back to our meeting notes from our discussion about areas of focus for next year; we work on creating an action plan for the selection items.</p>	<p>20 minutes</p>	<p>June 20 Meeting Notes</p> <p>Areas of focus: Feedback and Support School Culture</p> <p>Next steps: Create goals (see document above)</p> <p>Meetings will be on</p>



			Mondays at 2pm, starting on July 10.
Informative: Credit Card and Purchasing Update for 17-18	Define and clarify the process for purchasing for the 17-18 school year.	5 minutes	Each school EA will have \$5,000. Each school site will have \$1,000 budget. Ms. Gamez will have the CC for this. Mr. Myers will approve/process purchases. SLACK him if you want to discuss purchases.

Action Steps (June 26)

Action Step	Assigned To...	Due Date	Notes/Outcome
Coordinate a meeting regarding bus schedule.	Ms. Jimenez	June 30, 2017	
Follow up for family recommendation for PUC counseling.	Ms. Aquino	July 10, 2017	
Add Ms. Jimenez to MORCS Summer Tasks.	Mr. Myers	June 26, 2017	Done! I had typed her email incorrectly, so she will have to migrate all tasks into the MORCS workspace.
Schedule Leadership Meetings on Mondays at 2pm at C202 on google calendar.	Mr. Myers	July 10, 2017	Done.



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REFLECTION:

Agenda Item	Was the Goal Met?	If not, why not?
Establish Communication Expectations and Norms	7 half thumbs!	We need to review norms and communication norms.
Summer Project Check-In and Calibration	7 up thumbs!	
Continued Discussion of Goals/Areas of Focus (site data review)	7 up thumbs! We identified two areas of focus.	
Credit Card and Purchasing Update for 17-18	7 up thumbs!	



Parking Lot Items
Schedule meeting for finalization of bus schedule and stops

MORCS Academic Leadership Team: Meeting Minutes

Team Members:

Kevin Myers: Site Lead Administrator, YPICS
 Freddy Zepeda: Coordinator of Instruction, MORCS
 Jose Castillo: Director of School Climate and Culture, MORCS
 Paul Duran: SFA Facilitator, MORCS
 Ryan Ballard: Resource Teacher
 Lorenzo Garcia: Resource Paraprofessional, MORCS

Meeting Dates:

Fall 2016	Spring 2017	Fall 2017
<u>August 19, 2016</u> <u>August 26, 2016</u> <u>September 9, 2016</u> <u>September 16, 2016</u> <u>September 23, 2016</u> <u>September 30, 2016</u> <u>October 7th, 2016</u> <u>October 14, 2016</u> <u>October 28, 2016</u> <u>November 4, 2016</u>	<u>January 13, 2017</u> <u>January 20, 2017</u> <u>January 27, 2017</u> <u>February 10, 2017</u> <u>February 17, 2017</u> <u>February 24, 2017</u> <u>March 3, 2017</u> <u>March 10, 2017</u>	<u>September 22, 2017</u>

- Discussion Points for Academic Meetings:
 - Update on SPED
 - Update on ELs
 - Data
 - Teacher Concerns/Celebrations
 - Upcoming PD
 - Upcoming Events
 - Quarterly GREATER coaching
 - [Professional Development Focus](#)

October 13, 2017:

- Tutoring:
 - Rosters created
 - Another teacher needed:
 - Duran
 - Myers will put out a message to all teachers to see if they are interested.
 - Conflict with ALEKS lab?

- [Tutoring Letter](#)
- Engineering Night:
 - Ned will be working on the flyer
 - McKinzie is working on session descriptions
 - Notifying parents during parent conferences
- Academic Assembly
 - 11/3
 - Myers will request the auditorium
 - MAPs recognitions: awards and buttons
 - Myers will order more buttons

September 22, 2017:

- Team members:
 - Garcia
 - Castillo
 - Duran
 - Zepeda
 - Myers
 - McKinzie (if we need to discuss advisory)
 - Semester reflection, check in
- Professional development:
 - Committee Meetings - YouthTruth Survey Review
 - Time for 1 training
 - Culture Discussion Teachers:
 - Slack:
 - Admin/Aquino send a message to teachers if there is a student who needs to take breaks
 - Request from the teacher to go to Aquino, main office, or J100.
 - Should never be out and about on their own
 - J100 channel:
 - Teachers: "I sent out..."
 - Admin: "...is in J100"
 - Students who need a parent meeting:
 - Jason Martinez
 - Destany Bravo
 - Luis Maldonado
 - Juan Siordia
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 - Notification of ISS/when students are sent out

May 19, 2017:

- CASA day
- Testing security reminder
- Testing update
- MAP data for summer test
- Summer MAP testing plan
- PD Monday
- Keeping kids engaged in the last weeks

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May 12, 2017:

- SBAC Interim Test:
 - MAP seems to be a strong predictor of SBAC outcomes
 - Teachers are learning how to use MAPs
 - Practice tests are available for SBAC
 - MAPs now has the student profiles
- Advisory 17-18 Planning
 - Summer planning
 - Teacher led
- Hiring update
 - Cameron Towne has done a demo lesson
 - 3 demo lessons next week
- PD Monday
 - Math SFA Discussion
 - ELA/SS/Science:
 - A3K and current programs
 - Testing
 - Materials
 - Committee Meetings
- Culmination requirements
- Academic and Summer Review
- Testing update
- Academics and parents:
 - Parents as tutors
 - Engineering night/NGSS Series
 - Math night
 - Writing Workshop Series
- Idea of no cohorts for 17-18

May 5, 2017:

- [Hiring update](#)
- SFA planning update
 - Look into Summer PD planning to restructure the use of SFA PowerMath
 - Math department meeting dates: TBD, possible conference call between schools post-SBAC testing (after 2:00pm)
- Budget update: staffing
- [Summer PD update](#)
- Summer planning time
- Classroom book orders
- Monday PD:
 - Testing debrief
- Post testing PD:
 - [15-16](#)
 - Component meeting
 - SPED (1-2)
 - SFA Math (Program Feedback)

- CASA Prep/planning
- Benefits
- Testing update
- Proposal to shift structure of Resource Program.
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April 28, 2017:

- Monday PD:
 - SBAC
 - Video: how to set up testing sessions
 - Test security PPT presentation
 - Test Taking Strategies (Resource team)
 - Committee meetings

April 21, 2017:

- SFA visit summary:
 - Several classes showing video
 - 3 classes
 - No materials on tables in some classes
- Monday PD:
 - Class council meetings (follow up)
 - Rosenberg Presentation
 - Assigning class roles
 - SBAC:
 - Account login
 - [Movie policy](#)
 - CASA discussion
 - Committee meeting
- Testing update
 - CAASPP:
 - Training starting Monday
 - SPED going beyond
 - SBAC schedule:
 - Get feedback from teachers
 - NWEA:
 - Ready to go; program files are uploaded
 - Scheduled for Weds and Thurs
- [17-18 Interviews](#)
- CASA day/Presentations:
 - 6th Grade- Have lots of ideas, but off track.
 - 7th grade a bit ahead
 - Tuesday, June 6 for CASA night
- Culmination
- SPED staffing
 - Sanchez vacant position never filled
 - Garcia has been pulled to room 100:
 - One to one with Marvin

- How effective is this? Marvin frequently refuses to work.
- Behavior, performance have taken a hit
- Our students who came from an SDC class (6th grade) have not progressed academically.
- Has an impact on morale
- Parents have shared that students were disenrolled because their needs per the IEP have not been met.
- Parent Phone calls/ Parent Shadowing as a more common practice
 - Possible digital copy of ODR form (Google Doc, Form etc)

April 7, 2017:

- Applications and interviews
- Testing schedule:
 - SPED will begin on April 24th-June 2nd
 - Schedule for the day:
 - 15 min advisory
 - 45 min SFA
 - Testing/classes
- Post testing meetings:
 - NGSS curriculum and the integrated model
 - Culmination committee
 - Teacher/Staff Appreciation
 - Evals
 - Committee meetings
- Summer:
 - Tutoring/Intervention
 - Testing
 - ESY for students with special needs
- CASA event

March 10, 2017:

- LAPN for MORCS
 - Issues at BCCS
 - INTENTIONALITY
 - Wrap around services all working for the same goals
 - Summer data review and goal setting
 - Parent involvement plan
 - PD plan
 - Data efforts and push
 - Culture and PBIS
 - Resources
 - Results based leadership
 - Everyone is a leader
- Data plan for next MAPs test
 - Push [RIT Growth](#), continue to post goals.
 - Assembly
 - Pins
 - Discussions in class

- Parent and leadership promotion

Data Timeline:

March 13-17	March 20-24	March 27-31	April 3-7	April 18-21	April 24-28
Data and instruction feedback	<p>Monday, 23: Discuss incentives and data growth with academic committee: Student Leadership to help with promotion of NWEA test</p>	<p>Wed Mar 29: Data Assembly (Present NWEA Incentives)</p>	<p>TPD (April 3)</p> <p>Split up by department.</p> <p>teachers share what they do leading up to, during, and after the test to push students to meet their goals.</p> <p>Train teachers to be specific with goals (e.g. instead of telling kids, “You’re low in Geometry” give them specific items to practice un-mastered skills).</p> <p>Learning Continuum/ NWEA Student profile and ALEKS data will guide decisions.</p>	<p>Teachers continue to work with kids to prepare for the test and to discuss incentives.</p>	<p>Summer NWEA Test</p>
				<p>Resource testing begins</p>	

- Update and teacher meetings and recording:
 - Going well
 - Video quality is great with new equipment
 - Suggestion: record a class that is being co-taught
- 8th grade eligibility
 - [Policy](#)
 - Policy has been updated:
 - GPA not counted in weeks 1-5 because of standards based grading
 - 1 OSS or 3 ISS may cause a student to be ineligible
 - Letters will be sent out Monday/Tuesday
- Retention:
 - [Policy](#)
- PD Monday:
 - SFA data and hotlist identification
 - Committee Time
- Read and respond incentive

March 3, 2017:

- [MAPs results :](#)
 - Need for tier 2 and 3 academic support
- Data timeline
- Video equipment

February 24, 2017:

- EL Program Expectations:
 - EL1s:
 - Assessments to track progress on standards that are being taught:
 - Suggestion: Illuminate pretest and posttest
 - Could use ELD or elementary standards
 - Set annual goals and scaffolding goals
 - Goals for all 4 areas
 - Look into what other schools do.
 - Expectation set with parents and students about learning English
 - ELs:
 - SDAIE strategy training
 - Ongoing discussion about ELs
 - “EL minute” during PD to share data, announcements, strategies, etc.
 - Collaboration with general ed teachers
 - Coaching from SPED team
 - How should tutors be used?
 - Need tutor training- set expectations for EL tutors
 - Strategies in working with students in the classroom
 - Reiterate the schedule for tutors
 - Define role of EL Coordinator in working with tutors.
 - Research:
 - What other schools do
 - Is there an ongoing assessment?
- J100 Work:

- Unstructured time is desirable
- Communication with teachers about who is being pulled, particularly if there is an investigation that we know is happening the next day.
- Google Classroom: generic assignments
 - Multiple teachers
 - Add kids immediately
 - Post generic content that's accessible
- Train personnel to look at Illuminate to find missing assignments
- Have a schedule for the day
- Pearson and Khan Academy
- Distractions: Layout of the room, frequent traffic, kids playing games, getting balls
- PD:
 - Monday:
 - Committees
 - Data analysis
 - [March 6 \(TPD\)](#)

February 17, 2017:

- EL data and concerns
- SPED data:
 - GPA Data:
 - Difficult to provide the support needed during general instruction
 - Co-teaching
 - SPED Minute training for reaching students with special needs
 - Blended Learning
 - IEP Goals Met Data:
 - 87% of vocational goals not met
 - 42% reading goals not met
 - 48% math goals not met
 - Celebration: 62% of writing goals met!
 - CELDT Data:
 - 12 students scored 4 or 5 and could reclassify!
 - 70% of students scored 3 and above
 - 10 students scored 2
 - No students scored 1
 - NWEA Reports:
 - Continue with testing structure
 - Could we get people for testing to help with temporary support.
- Testing
- Upcoming PD

February 10, 2017:

- CELDT Data
 - Compare with multiple measures
 - Use data to better understand our EL population
- Next steps for pushing MAPs:
 - Incentive for In n Out Truck
- PD Monday:

- CELDT and EL review
- 3/13- SFA and CELDT comparison using new trimester data.
- SFA
 - class council meetings
 - Upcoming visit goals

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January 27, 2017:

- Data:
 - SFA and ELA
 - Math
 - EL (next week)
 - Letherer
 - CELDT
 - SPED
- Teacher Support:
 - Guzman
 - Harry
- PD Monday:
 - All PBIS (2 hours)
 - All announcements and celebrations will be done on Tuesday
- Upcoming assembly
- SFA conference update
- Academic Team Update

January 20, 2017:

- PD Monday:
 - Committees
 - SCC committee will be looking at “Supporting and Responding to Behavior”
 -
- PBIS trainings:
 - January 30th: 2 hour training
 - Tier 2 intervention: check in and check out
 - Behavior trackers
 - Data collection to help with supporting tier 2
 - Students will check in with SCC team each day
 - Students will carry a travel card
 - Specific discussion with teachers
 - February 6 (TPD): 75 min and February 27: 1 hour
 - March 20: 1 hour
 - April 24: 1 hour
 - May 22: 1 hour
 - Focus on classroom practice and procedures
 - Opportunities to respond during instruction
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- SFA recap:
 - Need to have a component meeting
- SFA conference

- Academic Committee Update
- Mid year check ins
- Planning schedule going out today
- Rosenberg update:
 - Zepeda has been observing the difficult period
 - There seems to be a personal issue with two students; this takes up the bulk of the class time.
 - He is concerned about finishing the school year
- Data plan
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January 13, 2017:

- Concern:
 - Rosenberg- having trouble with period 5
 - Suggestions:
 - Record a class and discuss the class with Dave, Freddy, and Jose (possibly Aquino)
 - Myers or Zepeda teach and the other can observe with Dave
 - Rosenberg observe Guzman
- Gradebooks in Illuminate continue through the whole year
- Central office planning:
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- Mid year evaluations:
 - Feedback needed from site admin and academic team
 - Concerns
 - Celebrations
- Data: Clarify Plan
 - Goals
 - Hotlist
 - Reporting
 - GREATER Coaching

Data Timeline:

January 17-20	January 23-27	January 30-Feb 3	February 6-10	February 13-17	February 20-24
Plan for GREATER Coaching	Monday, 23: Discuss incentives and data growth with academic committee: Student	GREATER Coaching	Feb 6: 1/2 day TPD: teachers share what they do leading up to, during, and after the test	Teachers continue to work with kids to prepare for the test and to discuss incentives.	Feb 21-24: Spring NWEA Test

	Leadership to help with promotion of NWEA test		to push students to meet their goals.		
	GREATER Coaching	Feb 2: Welcome Back and Data Assembly (Present NWEA Incentives)	GREATER Coaching		

- PBIS PD Schedule
- Concerns with Perez's SFA
 - 7 students with IEPs
 - Level 5
 - Perez is struggling with structure, lesson delivery, etc.
 - Could Jaime co-teach
- Long: broke down data for NWEA
 - Highest rate of growth is with SPED.

December 9, 2016:

- Grades/Comments
 - Comments for all students
 - Grades due by Friday
- Advisory (Passwords Lesson)
 - Monday (send out to teachers today)
- Kelly SFA (informal visit)
 - Will be on campus today (12/9) to record one of our teachers implementing the goal setting lesson
- Reading Log Challenge (update)
 - Teachers are participating (updating google sheet online)
 - Some are behind on updating posters
- Central Office Planning Time
 - Schedule a day for resource team
- PD Agenda
 - Updates
 - Grades
 - Return date
 - Monday PD (MORCS)
 - Jaime - update on Read and Respond challenge
 - 25 mins to prep for presentations
 - Committee Presentations (25 minutes)

November 4, 2016:

- Data processing timeline:
 - Make-ups will be completed next week
 - Process all data next week
 - Meet on 11/9 to process and discuss
- Read and Respond:
 - Incentives are planned
 - Plan will be delivered to teachers on 11/15
 - MORCS TV
- GREATER Coaching meetings:
 - Freddy will meet with teachers individually
- SFA update:
 - Duran is looking at placements
 - Ready in 6th and 7th to open up an honors class
 - 8th grade we have 40 kids who are ready for honors
 - Who will teach honors?
 - There are kids in leadership who dropped on their MAPs test
 - Meet with Paredes to discuss data with the students (Freddy will talk with Paredes; Paredes will talk with students during SFA)
 - Camacho: data is not being tracked and entered; cycle test data is missing
 - Playing games that are not connected to SFA program
- [PD Monday](#)
- Time for planning: PD or off campus
- SPQR at MORCS
- CAASPP:
 - Pilot of the science test
 - Training on January 5th
 - Attendees:
 - Zepeda
 - Jaime
 - Paredes
 - Castillo

October 28, 2016

- NWEA Map Testing
 - Analyze ELA data
 - 7th and 8th grade on 11/2
 - 6th grade on 11/4
 - Make up tests
 - 7th and 8th grade on 11/3 and 11/4
 - 6th grade on 11/7
- SFA changes
 - Honors classes (possible if enough students move up -- with some aggressive placement)
 - 7th and 8th grade honors teachers
 - Tovar
 - Guzman

October 21, 2016

- SFA visit update:
 - Some classrooms have minimal implementation
 - Focus on housekeeping
 - Use snapshot to evaluate program implementation
 - Goals:
 - Looking at data
 - Using Grade Summary Form
 - Looking at 4-6% growth
- MAPs Test
 - Schedule
 - [Data push](#):
 - Freddy will work on uploading MAP rosters and program
 - Celebration plan:
 - Button maker
 - 10th: Honors and MAPs celebration assembly
- Quarterly Data Meetings
 - GREATER Coaching
 - Presentation during PD (committees and GL data)
- PD
 - Monday, 10/24:
 - Look at hotlist students
 - Committee time
 - Monday, 10/31:
 - MTV Cribs (data boards edition)
 - Committee
 - [11/7 TPD](#)
- EL Support:
 - 6th: Focus on Science support
 - 7th: ELA and Math pull out
 - 8th: Math and SS
 - Jaime and Letherer will be co-teaching during pull out time.
 - LTEL support will be provided by tutors
- AS Tutoring: math
 - Pre-test was given this week (5th grade level content)
 - Most kids got 50% or less correct
 - T, Th, F

October 14, 2016

- SFA update:
 - Kelly will be here next week
 - Freddy and Paul have discussed what to expect
 - Snapshot
 - Google Docs are being used for feedback for SFA
- Classroom data:
 - Pre-assessment
 - Post Assessment
 - Goal

- ALEKS/Achieve
- NWEA Results
- NWEA Goal
- School promotion for MAPs
 - What are our goals?
- EL Support and Class
 - Challenging keeping up with material in the classroom
 - Sitting with kids and translating working on the same tasks is not working
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- PD Monday:
 - MAPs Goals
 - Committees brainstorm on communication
 - Data walls
 - Goal sharing
- CELDT Testing:
 - 10/15/16
 - 7 volunteers:
 - Training happened on Wednesday for proctors
 - Karina Gamez
 - Christian Berrios
 - Freddy Zepeda
 - Amy Letherer
 - Jennifer Archer
 - Reyna Camacho
 - Lorenzo Tovar
 - Christopher Jaime
 - Resource Students:
 - Working with Jamie
 - Berrios may be there to support.
- Tutoring:
 - Meeting 10/14/16
 - Tutors, Duran, Zepeda
 - Blended learning
 - Expectations
 - Testing next week
 - Illuminate testing
 - Tutoring starting the following week
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October 7th, 2016

- Grades due next friday
 - Send email to teachers today reminding them of grades deadline
 - Review how to set up fractionals on illuminate gradebooks
 - Gradebooks - are classes set up for pass/no pass?
 - GPA update
- Math Tutoring
 - Initial assessment - after school Thursday, October 13th
 - 6th graders assessing at 4th grade level content

- 7th graders assessing at 5th grade level content
- Tutoring Days
 - Tues/Thurs/Fri
 - Time: 4-5pm
- Letter for parents
- MCD Reports (modified consent decree)
 - 6 out of 40 students under 80% (service delivery)
 - 95% of our students need to receive at least 85% of their services
 - 5 students who have not received speech services (no speech therapist hired yet)
 - Reached out to TES, will check with other contractors if no one is found within the next week
- Students of concern
 - K Ochoa and R Ochoa - evaluations in progress, Jaime and Sanchez supporting with morning pick ups
 - M Macias - also has excessive absences
 - M Zavala - excessive absences
- MTSS committee (multi-tiered system of supports)
 - MTSS team: Mr. Castillo, Ms. Aquino, Mr. Zepeda, 1 resource teacher
 - Committee will receive referrals for academic needs and supports
 - MTSS for will be filled out by faculty and staff
 - Committee will meet weekly to review referrals and communicate about students receiving services as necessary
 - Will support SST's
 - Goal is to be better organized and communicate with service providers
- Monday PD
 - Introduce MTSS form (Castillo) 10 mins
 - Introduce team and roles, communication procedures, confidentiality
 - Grades 10 mins
 - RPG's 40 mins
 - Committees 50 mins

September 30, 2016:

- After School Math Tutoring:
 - Identifying students
 - Placement of students
- Incentive program (ALEKS/A3K):
 - Party from leadership (\$25.00)
 - Percentage increase (each cohort or advisory)
- Monday TPD
- Data schoolwide:
 - Parents

- Classroom
- Upcoming NWEA MAPs
- Goals for MAPs Test
 - Grade Level
 - Individual
- Jaime's role

September 23, 2016:

- SFA strategies in all classes:
 - Cooperative learning
 - Goal setting
 - Student data review
 - Cycle of effective instruction
- Schoolwide data discussion
 - Data on classroom walls
 - Incentives
 - Pumping kids up
 - Secret number?
 - Grading question:
 - Fractionals
 - 10/3 TPD
 - CASA
- EL coordinator goals and focus:
 - Meetings with parents of kids who will take CELDT
 - Meetings with parents of kids of ELs- what do we need to practice and
- EL support during SFA
- After school tutoring? Intervention for students from teachers:
 - Middle schools:
 - 2 teachers per school
 - Partnership with AS for blended
 - 40 hours at \$25/hr
 - Must maintain 5-10 kids
 - Must teach approved standards and approved students
 - Must maintain attendance log
 - Must use pre-assessment and post assessment
 - ALEKS rotation requires interactive notebook notebook

September 16, 2016:

- PD Monday:
 - Feedback and modifications for SFA
 - How to post and share data

September 9, 2016:

- Oversight Visit:
 - Blanca complimented Rosenberg's management
 - Kids were using roles
 - Complimented Long on student engagement
 - Liked that we had tutors traveling with our Spanish speaking students
 - Focus on rubrics- need to be out and visible
 - Parent and student meetings went well
 - Teacher interviews went well
 - Need to encourage teachers to use SFA strategies all day
- Grade book and publishing grades
- PD Monday:
 - Share oversight feedback (10 min)
 - Work on publishing grades (30)
 - Tuning Protocol (50)
 - Emergency procedures (30)

- SFA math
- Data
 - Posting of MAPs Data
 - A3K
 - Illuminate and classroom assessments
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August 26, 2016:

- Grade book questions or concerns
 - Survey?
 - Independent, Accurate, and Consistent
- Data driven culture and instruction
 - [YPICS Goals](#)
 - [Comparison Data](#)
 - Digging in to NWEA MAPs
 - MAPs reports
 - GREATER Coaching
 - Sharing Data with Students:
 - Student ownership
 - What to post in the classroom
 - Goal setting with written reflection
 - Grade level discussions
- PD:
 - Monday - 8/29
 - Data Sharing
 - Questions about Illuminate
 - Emergency Procedures
 - Friday - 9/2
 - Gradebook
 - Possible Illuminate Training on Gradebook
- SBG parent communication
 - Send out today with students

- See Gamez regarding Illuminate and addresses
- Thinking Maps focus
- Celebrations and concerns

August 19, 2016

- Celebrations and Support Needed:
 - Testing went smoothly
 - Reclassification
 - Rosenberg: culture
 - Smith: PowerMath- Paul has been working with her to get ready and the set up everything in MC
 - Need to check in with Guzman
 - Check in to make sure we're seeing collaborative learning
 - Checklist with data (what percentage of classes do I see collaborative learning)?
- Data and goals review
 - SFA and Data Spreadsheets
 - Similar to before: all on one spreadsheet: state and district ask for ongoing comparison data and it's too confusing to try to pull from 10 different spreadsheets.
 - Communicating goals: teachers, students, parents
 - GREATER Coaching
 - Paul: ideas for refining the process for data collection:
 - Modify tests
 - Videos for SFA resources
- Readiness for SFA next week
- Needs for advisory implementation
 - Module 2- logging in to Illuminate?
- PD for Monday: 1/2 day
 - **URGENCY FOR EL PLAN!!!**
 - Release CELDT
 - Sentence starters
 - Sentence stems
 - TPS
 - CFU
 - PRN Nursing Health Alert Training (2hrs)
 - Diabetes
 - Seizures
 - TFA Monday Class
 - Smith needs to leave by 3pm (transportation)
- Gradebook in Illuminate
 - Advisory: how do we grade assignments?
 - What is the expectation for grading assignments in the new advisory program?

A. PROFESSIONAL DEVELOPMENT:

- a. Based on the analysis of all sources of data for the 2015-16 school year, please provide a short narrative as to the key areas of target the school is focusing on for 2016-2017 school year, include:
 - i. Professional Development plans and current status; as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits).
 - ii. Targeted instructional areas (3-4 at most) and status of plans for improvement on particular areas.
 - iii. Targeted instructional practices that we will observe to support students with disabilities and English Language Learners (3-4 at most).
 - iv. Targeted instructional practices that we will observe to support students across all content areas in the area of English language arts.

During the spring semester of the 2015-2016 school year, we started studying the philosophy of Standards Based Grading; this included discussions about the need to have more clear classroom data on how our kids were performing on learning outcomes so we could best support the needs of our students. Our teachers participated in a group study of multiple articles on standards based grading and mastery grading, as well as an in-depth study of Robert Marzano's "Formative Assessment" book. We discussed how to grade and track student progress in a mastery learning classroom and spent a significant amount of time writing rubrics and learning outcomes for the upcoming year. When we started the 2016-17 school year with our summer teacher professional learning institute, we revisited the idea of student mastery and really digging deep to support students to truly master learning outcomes for our courses. To do so, we narrowed our focus to the beginning of the year to the following topics:

- Standards based grading:
 - writing quality rubrics to support teachers and students in assessing learning
 - Using backwards design to create units of study that will allow students multiple opportunities to demonstrate mastery of learning outcomes
 - Tuning protocols to collectively assess the effectiveness of rubrics and unit plans.
- Using Data:
 - Analyzing CAASPP data to assess our instruction and student needs
 - Setting goals using CAASPP data and Baseline (Fall) NWEA MAPs data
- Illuminate:
 - Using Illuminate to assess students and quickly disaggregate data (to determine student mastery of learning outcomes and standards).
 - Using Illuminate Standards-Based gradebooks to assess mastery of learning outcomes.
- Supporting ELs:

- PD on CELDT, ELPAC, how students are assessed annually. This included an overview of student performance and student scores.
- Review of SDAIE strategies and tools MORCS has to support ELs
- Using Thinking Maps to support ELs and all learners. This was specific to content areas.
- PBIS: creating a positive classroom culture and atmosphere for student learning.

As we continue to plan our professional development the rest of the year, we will be focused on two main areas as umbrella topics: Standards Based/Mastery Grading and PBIS. Under these umbrella topics, we will be providing PD for the following topics:

Standards Based/Mastery Grading	PBIS
<ol style="list-style-type: none"> 1. Tuning protocols to review rubrics and best practices among teachers. We want to be sure we have a consistent message and consistent strategies being used to support students. We also want to ensure that each classroom is equally rigorous and that we are supporting each other in our goals for the academic year. 2. Focus on best practice and most effective strategies for standards based grading: conferencing, blended learning, small group instruction, enhanced learning to differentiate instructional delivery and to provide universal access to all learners. By implementing these strategies, we will be able to support all learners effectively in the classroom and teachers will be able to meet students at their place of need. This will be beneficial for all learners, including ELs and students with special needs. 3. Data driven instruction: we will continue to assess how all of our students are performing and will use data from our classroom assessments, benchmark exams, and our online programs to determine how to best support our students. Our admin and leadership team will be 	<ol style="list-style-type: none"> 1. Schoolwide Implementation of Tier 1 Strategies. Teachers and staff will receive professional development on providing a positive culture learning environment in their classroom and around campus. Implementation will include the reinforcement of our Behavior Growth Path and Behavior Teaching Expectations Matrix. 2. Implementation of SWIS information system as a data collection system and ODR (office discipline referrals) forms. Teachers and staff will receive information on behavior trends occurring around campus and create specific behavior goals using the TIPS (Team Initiated Problems Solving) model. Teachers and staff will also implement our new ODR forms as a way to collect office discipline referrals. 3. Teachers and staff will receive training on Tier 2 Supports to help review and systems of support for our students with Tier 2 behaviors.

<p>using the GREATER Coaching model to help teachers set goals and action plans to support all learners.</p> <p>4. Tiered Academic Vocabulary Instruction: as we did last year, we will continue to focus on the explicit vocabulary instruction and acquisition to help students master the English language and the content areas they are studying.</p>	
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During these professional development sessions, we will be focusing on 4 main areas for improvement: Implementation of our mastery grading program, ELs and LTELs, Students with Special Needs, and supporting our new/struggling teachers in working with these students. To support all students, we will continue to review Thinking Maps and SDAIE strategies which will help all learners to be more successful. Additionally, as we focus on strong instructional strategies to support all learners to grow and to master their learning outcomes, our teachers will become better equipped to support all learners in their classrooms. The data we will collect and consistently analyze will help us determine which students are growing and mastering their learning outcomes, which students we need to push beyond grade level expectations and which students we will need to support through targeted intervention.

Two of our largest areas of concern are our EL1s and our LTELs:

Our plan is for our EL1s in all grade levels (who) will show progress in basic language proficiency (what) during our NWEA MAPS benchmarks assessments (when) because our students need to develop language skills before they can reach content proficiency (why). Our students will achieve this progress by utilizing a push-in/pull out model with instructional support from our EL Coordinator (how).

Our plan for our LTELs in all grade levels (who) will reclassify and demonstrate language proficiency (what) during our CELDT window period (when) because our students need to acquire language proficiency skills in order to access the content in core subject areas. Our students will achieve this by teachers focusing on classroom strategies that will support student growth (how).

To support all ELs (but in particular the subgroups stated above) we will focus on the following strategies schoolwide:

- Thinking Maps
- Collaborative learning structures
 - Guided Discussions (including Socratic Seminars and debates)
- Tiered Vocabulary Instruction
- Use of visuals during instruction

We will continue to support all of our students in mastery of the English language and English content standards by using a variety of strategies across the content areas. We will be working with all teachers to plan opportunities for writing into their unit plans. In a standards-based grading/mastery grading program, having students writing about their understanding of a topic is a great way for them to demonstrate mastery to their teachers. Additionally, when we have kids writing in all content areas, they are improving their college readiness as they will develop the ability to express their ideas and understanding through writing. In addition to writing in all content areas, we will also be working with our teachers to have students reading in all content areas. Our teachers already do a great job of providing kids with opportunities to read in all content areas, and our online tools like Adaptive Curriculum, ALEKS, and Achieve3000 provide teachers with the resources they need to have students read in their content area classes.

While kids are reading and when teachers are delivering the direct instruction portions of their lessons, there will also be a focus on tiered academic vocabulary instruction. Students should not only be learning content area vocabulary (tier 3), but they should also be focusing on academic language that they will see in all academic settings (tier 2). These types of words need to be explicitly taught and discussed in all content areas.

Finally, we will use our SFA structure and roles to promote discussion in all classes. SFA provides role cards and a format for helping kids to have meaningful discussions in small groups. We will use these roles and this format in content classes so students can have discussions in a familiar, non-threatening format. Because we use this strategy in all classes, kids will become more and more comfortable discussing content and their own ideas. In addition to the SFA format for discussions, we will also have teachers using Socratic Seminars and debates in their classes to help students process content information and to demonstrate mastery.

Coversheet

Facilities Update

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: H. Facilities Update
Purpose: FYI
Submitted by:
Related Material: MORCS Construction Budget 10-20-17.pdf



Monsenor Oscar Romero Charter School - YPI Charter Schools, Inc. - Budget and Invoice Summary

Date of last budget revision: 8/30/2017

YPI Charter Schools, Inc.	Budget Summary			Invoice Summary		
	Approved Budget	Tracking Budget	Variance	Invoices received to Date	Left-to-Pay	% Left
Acquisition Costs						
AC1.1 Acquisition Price: Land Only	\$ -	\$ -	\$ -	\$ -	\$ -	-
AC1.2 Acquisition Price: Land plus Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	-
AC2 Acquisition Price: Capitalized Lease Payments	\$ -	\$ -	\$ -	\$ -	\$ -	-
AC3 Escrow Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
AC4 Insurance:Title	\$ -	\$ -	\$ -	\$ -	\$ -	-
AC-OTH Other Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Acquisition Cost Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	-
Hard Costs						
HC1.1 New Construction: Traditional	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC1.2 New Construction: Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC1.3 New Construction: DSA - Traditional	\$ 22,342,000	\$ 22,685,928	\$ 343,928	\$ 7,657,167	\$ 15,028,761	66%
HC1.4 New Construction: DSA - Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC2 Tenant Improvement	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC3.1 Stand-alone Structures: Traditional	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC3.2 Stand-alone Structures: Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC3.3 Stand-alone Structures: DSA - Traditional	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC3.4 Stand-alone Structures: DSA - Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC4 Sitework	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC5 Offsite Construction	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC6 Utilities Installation (AT&T, DWP, Edison, etc.)	\$ 400,000	\$ 400,000	\$ -	\$ 95,236	\$ 304,764	76%
HC7 Environmental Remediation	\$ 55,000	\$ 55,000	\$ -	\$ 5,463	\$ 49,537	90%
HC8 Furniture, Equipment, Low-voltage, school start up costs	\$ 1,500,000	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000	100%
HC9 Payment and Performance Bond	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC-OTH LAUSD portable removal and site restoration	\$ 400,000	\$ 400,000	\$ -	\$ -	\$ 400,000	100%
Hard Cost Subtotal	\$ 24,697,000	\$ 25,040,928	\$ 343,928	\$ 7,757,866	\$ 17,283,062	69%
Soft Costs						
SC1.1 Due Diligence: Appraisal - As-Is	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC1.2 Due Diligence: Appraisal: As-Improved (Post-Construction)	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC1.3 Due Diligence: ALTA/Topographic	\$ 14,869	\$ 15,964	\$ 1,095	\$ 15,964	\$ -	0%
SC1.4 Due Diligence: Property Condition Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC1.5 Due Diligence: Seismic Probable Maximum Loss Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC1.6 Due Diligence: Parcel Map	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC1-OTH Due Diligence: Other	\$ 5,635	\$ 5,635	\$ -	\$ 5,635	\$ -	0%
SC2 Legal Costs	\$ 70,000	\$ 70,000	\$ -	\$ 50,855	\$ 19,145	27%
SC3 Architecture & Engineering	\$ 1,050,145	\$ 1,107,046	\$ 56,902	\$ 913,545	\$ 193,501	17%
SC3.1 Cost estimating	\$ 20,700	\$ 20,700	\$ -	\$ 20,700	\$ -	0%
SC4.2 Entitlements: Filing Fees - Initial Approval (e.g. CUP)	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC4.3 Entitlements: Filing Fees - Compliance Reviews (e.g. Yr1 Plan Approval)	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC4.4 Entitlements: Filing Fees - Expedited	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC4.5 Entitlements: Outreach & Notification	\$ 1,200	\$ 2,725	\$ 1,525	\$ 2,725	\$ -	0%
SC4-OTH Entitlements: Other	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.1 Environmental: CEQA Consultant (EIR, MND, etc.)	\$ 41,180	\$ 44,310	\$ 3,130	\$ 43,672	\$ 638	1%
SC5.2 Environmental: 1/4 Mile Chemical Hazard Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.3 Environmental: Air Quality Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.4 Environmental: GeoHazard Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.5 Environmental: Health Risk Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.6 Environmental: Lead & Asbestos (ACM/LBP) Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.7 Environmental: Noise Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.8 Environmental: Phase I Site Assessment	\$ 4,777	\$ 4,777	\$ -	\$ 4,777	\$ -	0%
SC5.9 Environmental: Phase II Site Assessment	\$ 57,098	\$ 72,263	\$ 15,165	\$ 71,156	\$ 1,107	2%
SC5.10 Environmental: Pipeline Risk Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.11 Environmental: Rail Derailment Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.12 Environmental: Traffic Study/Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC5.13 Environmental: Soils/Geotechnical Report	\$ 15,749	\$ 15,749	\$ -	\$ 15,749	\$ -	0%
SC5-OTH Environmental: Other	\$ 10,703	\$ 10,703	\$ -	\$ 10,703	\$ -	0%
SC6.1 State Fees: Plan Check (DSA)	\$ 161,350	\$ 161,350	\$ -	\$ 117,750	\$ 43,600	27%
SC6.2 State Fees: DTSC	\$ 40,000	\$ 40,000	\$ -	\$ 28,514	\$ 11,486	29%
SC6.3 State Fees: CGS	\$ 3,600	\$ 3,600	\$ -	\$ 24,250	\$ (20,650)	-57%
SC6.4 State Fees: Labor Compliance Monitoring (e.g. DIR)	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 50,000	100%
SC6-OTH State Fees: Other	\$ 5,000	\$ 5,000	\$ -	\$ 4,332	\$ 668	13%
SC7.1 Local Fees: Plan Check (e.g. LADBS)	\$ 15,000	\$ 15,000	\$ -	\$ 1,622	\$ 13,378	89%
SC7.2 Local Fees: Permits	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 10,000	100%
SC7.3 Local Fees: Offsite Permits (e.g. "B" Permit)	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 10,000	100%
SC7.4 Local Fees: Bonds	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ 30,000	100%
SC7.5 Local Fees: Covenants	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC7-OTH Local Fees: Other	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC8.1 Inspections: Local	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 20,000	100%
SC8.2 Inspections: State (IOR)	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC8.3 Inspections: Special (Deputy, Geotech Observation, Testing Labs, etc.)	\$ 225,000	\$ 225,000	\$ -	\$ 242,533	\$ (17,533)	-8%
SC9.1 LEED: LEED/CHPS Commissioning Agent	\$ 39,040	\$ 39,040	\$ -	\$ 14,991	\$ 24,049	62%
SC9.2 LEED: LEED/CHPS Consultant	\$ 39,040	\$ 39,040	\$ -	\$ -	\$ 39,040	100%
SC10.1 Insurance: Builder's Risk	\$ 128,000	\$ 128,000	\$ -	\$ -	\$ 128,000	100%
SC10.2 Insurance: Hazard	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC11 Site Security (pre-occupancy)	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC12 Taxes - Real Property (pre-occupancy)	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC13 Utilities (pre-occupancy)	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 50,000	100%
SC-REIM Reimbursables (Printing, Delivery, Mileage, etc.)	\$ 1,500	\$ 1,500	\$ -	\$ 496	\$ 1,004	67%
SC-OTH Other Soft Costs	\$ 10,000	\$ 10,000	\$ -	\$ 8,104	\$ 1,896	19%
Soft Cost Subtotal	\$ 2,129,586	\$ 2,207,402	\$ 77,817	\$ 1,598,073	\$ 609,329	28%
Financing Costs						
FC1.1 Acquisition Loan: Capitalized Interest	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC1.2 Acquisition Loan: Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC1.3 Acquisition Loan: Lender Legal	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC1.4 Acquisition Loan: Origination Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC2.1 Construction Loan: Capitalized Interest	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC2.2 Construction Loan: Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC2.3 Construction Loan: Lender Legal	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC2.4 Construction Loan: Origination Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC2.5 Construction Loan: Construction Inspector	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC3.1 NMTC Loan: Capitalized Interest	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC3.2 NMTC Loan: Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC3.3 NMTC Loan: Origination Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC3.4 NMTC Loan: Construction Inspector	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC-OTH Other Financing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Financing Cost Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	-
Management Costs						
SC-MGMT.1 Development Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
SC-MGMT.2 Project Management Fee	\$ 602,000	\$ 602,000	\$ -	\$ 412,005	\$ 189,995	32%
SC-MGMT.3 Construction Management Fee	\$ 699,825	\$ 699,825	\$ -	\$ 354,790	\$ 345,035	49%
Management Cost Subtotal	\$ 1,301,825	\$ 1,301,825	\$ -	\$ 766,795	\$ 535,030	41%
Project Cost Subtotal	\$ 28,128,411	\$ 28,550,155	\$ 421,745	\$ 10,122,734	\$ 18,427,421	65%
Contingencies						
AC-CONT Contingency - Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
FC-CONT Contingency - Financing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
HC-CONT Contingency - Hard Costs	\$ 2,469,700	\$ 2,125,772	\$ (343,928)	\$ -	\$ 2,125,772	100%
SC-CONT Contingency - Soft Costs	\$ 175,000	\$ 97,184	\$ (77,817)	\$ -	\$ 97,184	100%
Total Budget Contingencies	\$ 2,644,700	\$ 2,222,956	\$ (421,745)	\$ -	\$ 2,222,956	100%

Budget Summary	
Acquisition Cost Subtotal	\$ -
Hard Costs Subtotal	\$ 24,697,000
Soft Costs Subtotal	\$ 2,129,586
Financing Costs Subtotal	\$ -
Management Costs Subtotal	\$ 1,301,825
Subtotal Project Costs	\$ 28,128,411
Budget Contingencies	\$ 2,644,700
Total Project Budget	\$ 30,773,111

Coversheet

Bert Corona Executive Administrator Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: I. Bert Corona Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: BCCS Executive Administrator report 11-6-17.doc



**Bert Corona Charter School
Executive Administrator’s Report
November 6, 2017**

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Operations

Parent Conferences

Attendance continues to be in the mid 90’s. Parent conferences is one of the BCCS Operations Team’s specialties. The Operations Team schedules meetings between parents and teachers over 2 half days and one full day of conferences. All parents are communicated with multiple times including individual phone conversations. Parent Conferences are a major part of creating an inviting and supportive environment for parents and families.

Parent Conferences		
5th Grade	25/26	96.2%
6th Grade	114/116	98.3 %
7th Grade	112/119	94.1 %
8th Grade	99/106	93.4%
Schoolwide	350/368	95.1%

Enrollment

BCCS has 370 students enrolled. Enrollment continues to be stable. The Operations Team will be examining why students who attended in the 16-17 school year did not re-enroll in the 17-18 school year in an effort to understand our retention of students and improve retention rates.

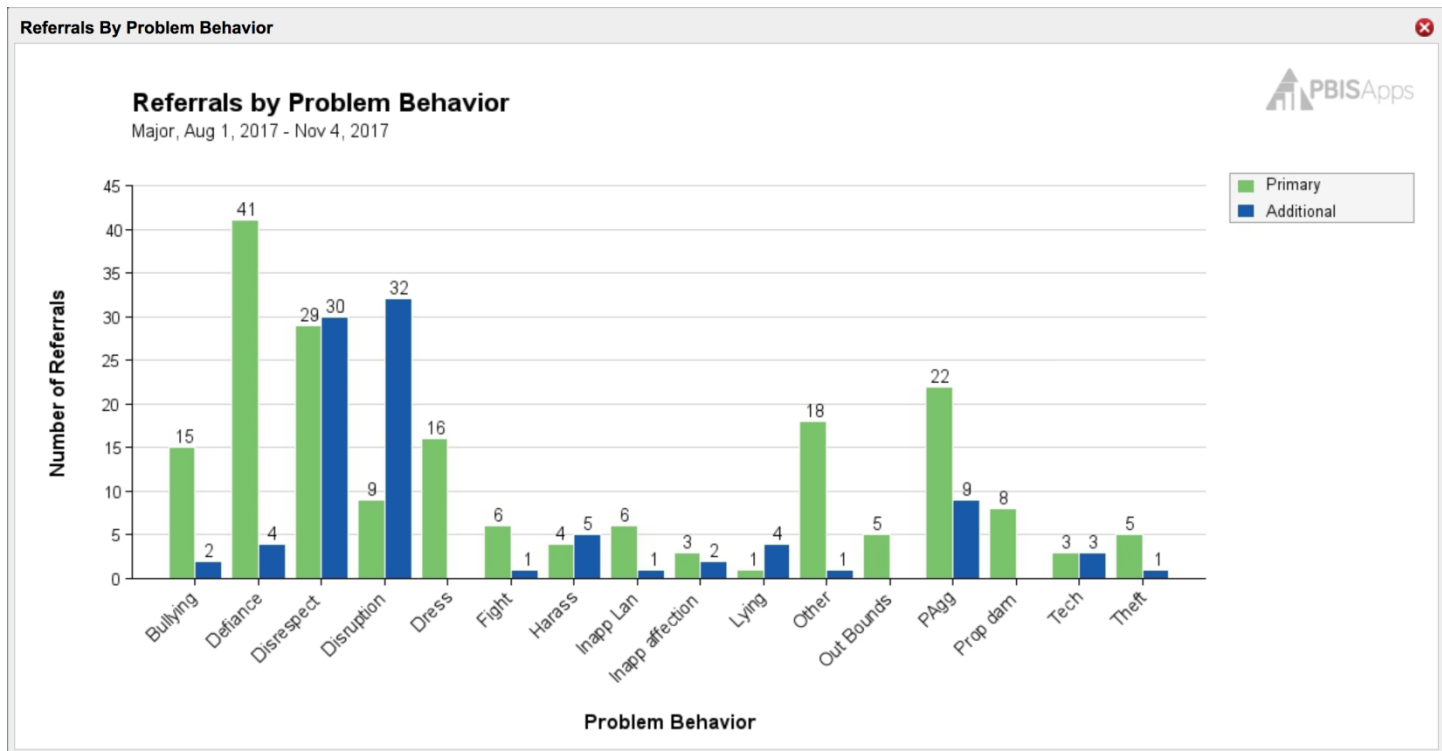
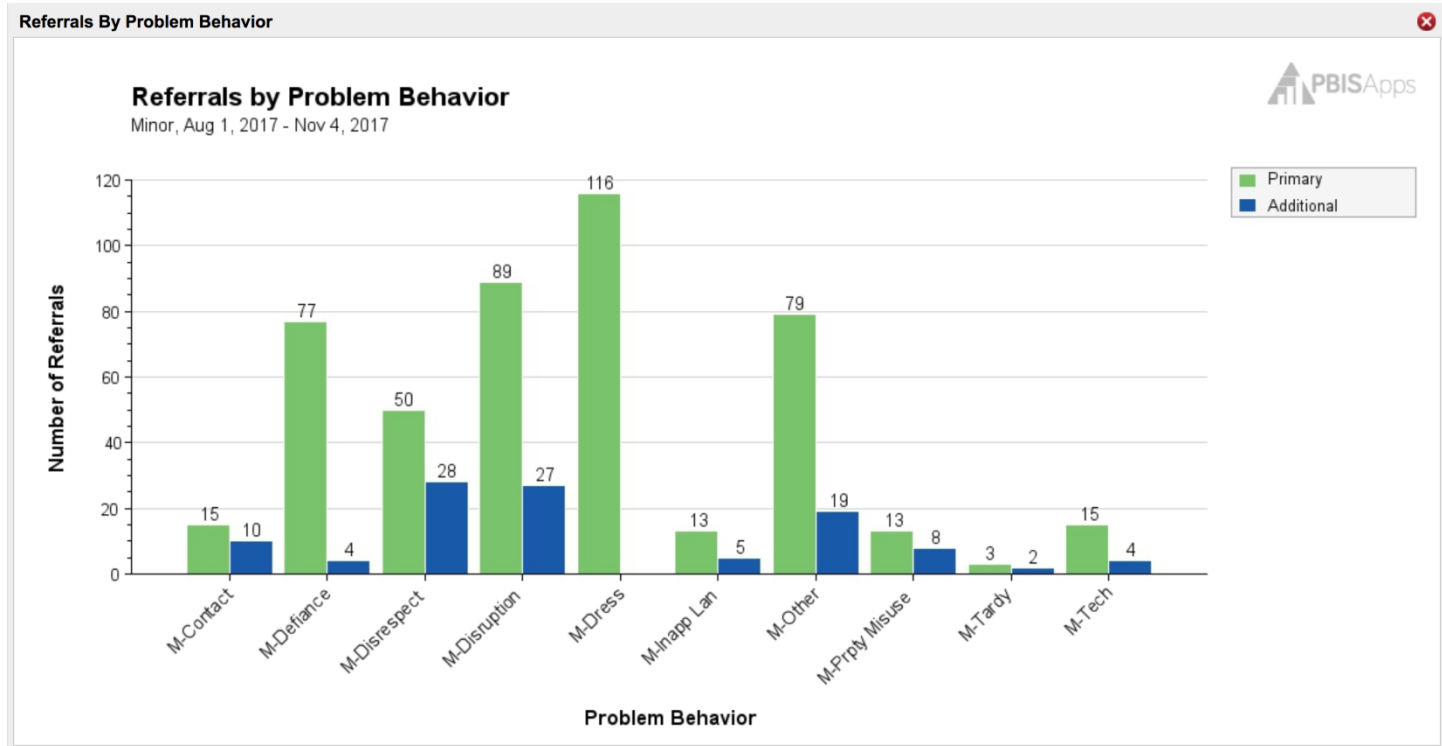
2017-18 Enrollment Tracking								
	2016-17	2017-18						
	Current Enrollment	Waitlist	New Student	Returning Student	Retained	Total	Class Size	Retention Rate
5th grade	27	0	26		0	26	26	
6th grade	117	52	94	25	0	119	29.75	92.59%
7th grade	112	3	3	116	0	119	29.75	99.15%
8th grade	115	9	0	106	0	106	21.2	94.64%
Total	371		123	247	0	370		

Culture and Climate- PBIS Implementation-

Training- Selected staff are participating in PBIS Tier III training from the Climate Transformation Grant. Selected Staff have completed two days of training to date. Training is focused on creating behavior support plans for students using the Prevent, Teach, and Reinforce process.

SWIS Data-

The School Wide Information System is used to collection and analysis of Discipline Data. Data is used to create action plans for implementation improvement, to support teachers with classroom management, and to support students change undesired behaviors.



Minor ODR	Major ODR- Primary
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9400 Remick Ave. • Pacoima, Ca • 91331 Tel. 818.834.5805 Fax 818.834.8075

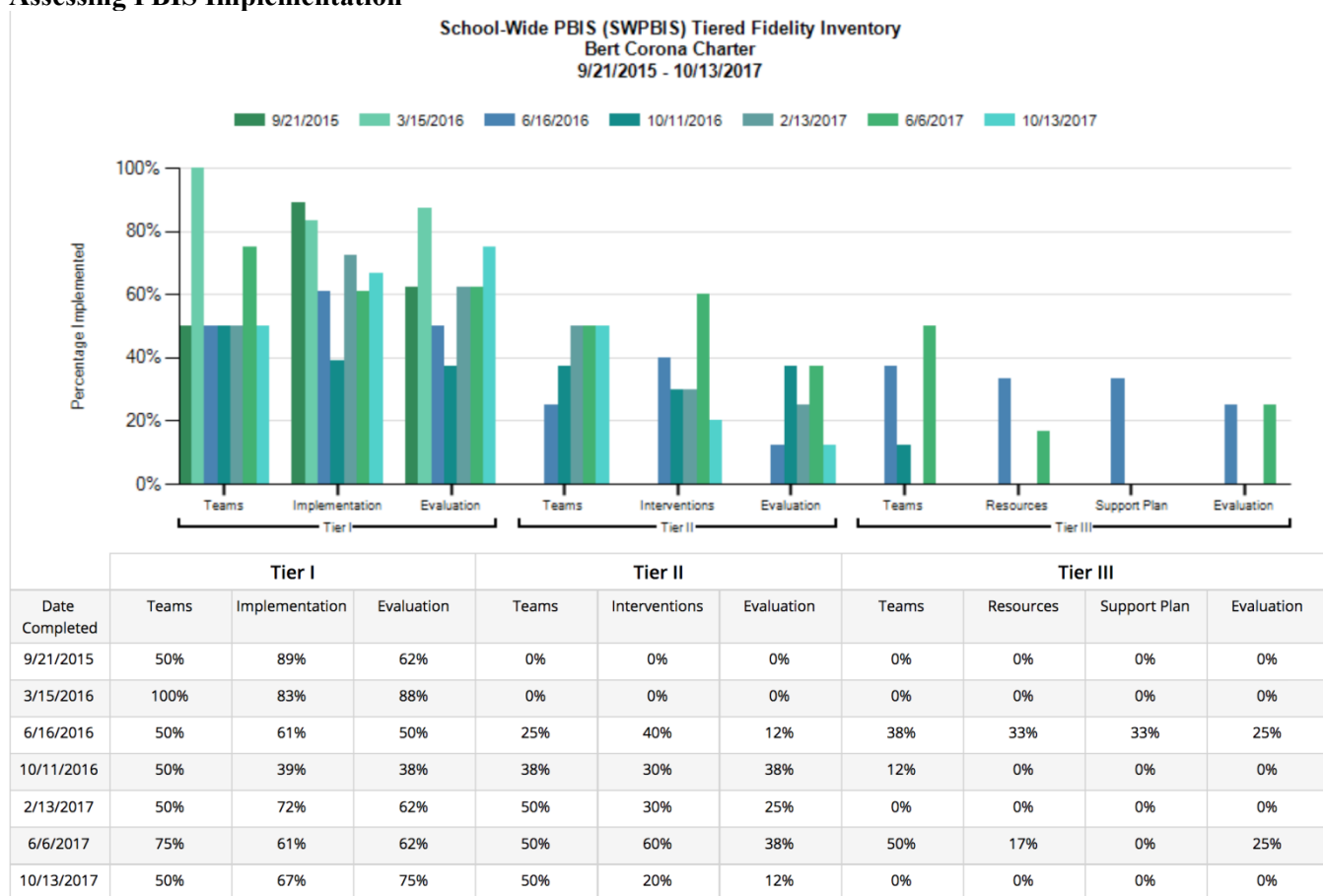
Dress Code	116	Defiance	41
Disruption	89	Disrespect	29
Defiance	77	Physical Agg	22
Disrespect	50	Dress	18

Minor Office Discipline Referrals are managed by the teacher in the classroom
 Major Office Discipline Referrals are sent to the office and are handled by the Culture and Climate Staff.

Need 1- Staff needs support to understand the difference and connection between disruption, defiance and disrespect. Disruption, defiance and disrespect are often combined as the reason for an office discipline referral. Staff needs to determine what supports need to be put in place to support the teachers. A preliminary plan is exploring training staff on and practicing de-escalation strategies.

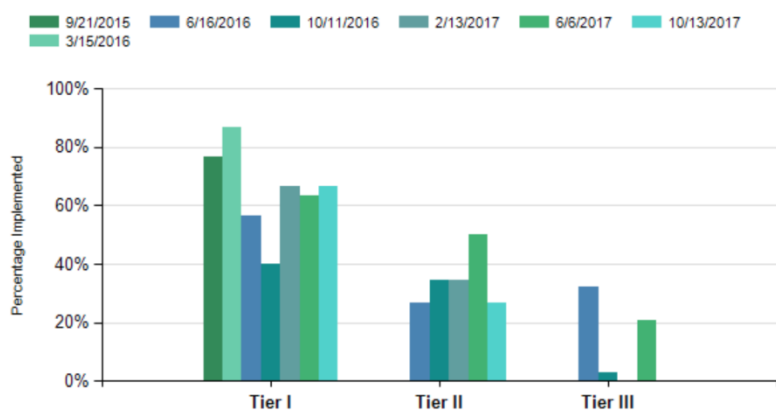
Need 2- Staff needs to dig deeper into the data about Physical Aggression. Where and when is the undesired behavior happening Is the behavior happening on the field or in classrooms, during field time or passing period?

Assessing PBIS Implementation



The Culture and Climate Committee assess PBIS implementation using the Tiered Fidelity Inventory (TFI). For Tier I, we assess how the team is functioning (Culture and Climate Committee), implementation of Tier I supports, and evaluation of implementation. The Culture and Climate Committee team is now more familiar with using the TFI, including the artifacts that are evaluated, and scoring criteria in the rubric. As a result, the TFI scores are more accurate. The goal is to reach 80% at all levels.

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
 Bert Corona Charter
 9/21/2015 - 10/13/2017



Date Completed	Tier I	Tier II	Tier III
9/21/2015	77%	0%	0%
3/15/2016	87%	0%	0%
6/16/2016	57%	27%	32%
10/11/2016	40%	35%	3%
2/13/2017	67%	35%	0%
6/6/2017	63%	50%	21%
10/13/2017	67%	27%	0%

BCCS is at the implementation Phase for Tier I, Exploration for Tier II, and training for Tier III. Tier I implementation is at 67%. The Culture and Climate Committee is creating an action plan to improve the Tier I program.

Academics

SBAC Data

Class of 2017 Change Over Time (students are now in 9th grade)

	Math	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)	Change (6th-8th Grade)		ELA	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)	Change (6th-8th Grade)
	Mean Scale Score	2455	2473	2498	43		Mean Scale Score	2487	2497	2519	32
	Standard Exceeded: Level 4	1%	3%	5%	4%		Standard Exceeded: Level 4	2%	3%	3%	1%
	Standard Met: Level 3	11%	10%	13%	2%		Standard Met: Level 3	28%	26%	28%	0%
	Standard Nearly Met: Level 2	29%	36%	30%	1%		Standard Nearly Met: Level 2	38%	28%	32%	-6%
	Standard Not Met: Level 1	59%	50%	51%	-8%		Standard Not Met: Level 1	33%	43%	37%	4%

Class of 2018 Change Over Time (students are now in 8th grade)

	Math	6th Grade (2016)	7th Grade (2017)	Change (6th-7th Grade)			ELA	6th Grade (2016)	7th Grade (2017)	Change (6th-7th Grade)
	Mean Scale Score	2460	2473	13			Mean Scale Score	2472	2499	27
	Standard Exceeded: Level 4	4%	0%	-4%			Standard Exceeded: Level 4	3%	3%	0%
	Standard Met: Level 3	9%	17%	8%			Standard Met: Level 3	20%	27%	7%
	Standard Nearly Met: Level 2	32%	28%	-4%			Standard Nearly Met: Level 2	33%	29%	-4%
	Standard Not Met: Level 1	55%	56%	1%			Standard Not Met: Level 1	44%	42%	-2%

Class of 2019 Change Over Time (students are now in 7th grade)

	Math	5th Grade (2016)	6th Grade (2017)	Change (5th-6th Grade)			ELA	5th Grade (2016)	6th Grade (2017)	Change (5th-6th Grade)
	Mean Scale Score	2448	2467	20			Mean Scale Score	2455	2480	25
	Standard Exceeded: Level 4	0%	3%	3%			Standard Exceeded: Level 4	4%	0%	-4%
	Standard Met: Level 3	9%	15%	6%			Standard Met: Level 3	22%	26%	4%
	Standard Nearly Met: Level 2	39%	35%	-4%			Standard Nearly Met: Level 2	26%	35%	9%
	Standard Not Met: Level 1	52%	47%	-5%			Standard Not Met: Level 1	48%	39%	-9%

Local Schools Comparison- SBAC

9400 Remick Ave. • Pacoima, Ca • 91331 Tel. 818.834.5805 Fax 818.834.8075

2017 ELA 1 Yr Change Ranking			2017 ELA Ranking					
Rating	School	Change	Rating	School	2015	2016	2017	Change
1	Olive Vista	10.83	1	Valor	50	50.00	50.31	0.31
2	Community	8.79	2	Community	38	40.00	48.79	8.79
3	Triumph	8.79	3	Triumph	22	40.00	48.79	8.79
4	Sun Valley	4.2	-	LAUSD		39.00	39.55	0.55
5	Pacoima	2.69	4	Olive Vista	28	25.00	35.83	10.83
6	Maclay	1.89	5	Lakeview	29	33.00	33.43	0.43
7	BCCS	1.14	6	Madison	35	35.00	32.55	-2.45
8	Vista	0.93	7	Pacoima	23	27.00	29.69	2.69
-	LAUSD	0.55	8	Byrd	24	30	29.26	-0.74
9	Lakeview	0.43	9	BCCS	33	27.00	28.14	1.14
10	Valor	0.31	10	Maclay	22	25.00	26.89	1.89
11	SFIAM	0.17	11	Sun Valley	15	22.00	26.20	4.20
12	Van Nuys	0	12	SFIAM	21	26.00	26.17	0.17
13	Byrd	-0.74	13	Van Nuys	19	24.00	24.00	0.00
14	Madison	-2.45	14	San Fernando	22	27.00	23.48	-3.52
15	Sepulveda	-2.99	15	Sepulveda	21	24.00	21.01	-2.99
16	San Fernando	-3.52	16	Vista	11	16.00	16.93	0.93

2017 Math 1 Yr Change Ranking			2017 Math Ranking					
Rating	School	Change	Rating	School	2015	2016	2017	Change
1	Maclay	8.44	1	Valor	45	42.00	40.04	-1.96
2	Van Nuys	2.51	-	LAUSD		29	29.86	0.86
3	Olive Vista	2.21	2	Community	27	27.00	29.05	2.05
4	Community	2.05	3	Triumph	19	27.00	29.05	2.05
5	Triumph	2.05	4	Lakeview	28	27.00	26.98	-0.02
6	BCCS	1.49	5	Madison	23	25.00	24.92	-0.08
7	Sun Valley	0.93	6	San Fernando	18	21.00	19.32	-1.68
-	LAUSD	0.86	7	Byrd	18	19.00	19.26	0.26
8	Byrd	0.26	8	Sun Valley	15	18.00	18.93	0.93
9	Pacoima	0.24	9	Olive Vista	17	16.00	18.21	2.21
10	Lakeview	-0.02	10	BCCS	18	16.00	17.49	1.49
11	Madison	-0.08	11	Maclay	14	9.00	17.44	8.44
12	Vista	-0.24	12	Van Nuys	13	14.00	16.51	2.51
13	San Fernando	-1.68	13	Sepulveda	19	19.00	16.33	-2.67
14	Valor	-1.96	14	Pacoima	13	14.00	14.24	0.24
15	Sepulveda	-2.67	15	SFIAM	14	18.00	12.18	-5.82
16	SFIAM	-5.82	16	Vista	7	10.00	9.76	-0.24

Teacher Professional Development

Our professional development will be focused on connecting/aligning our standards based grading outcomes to the SBAC blueprints and claims to improve backwards planning of lesson plans.

MORCS Construction

Pictures are better than words



C building Steel (Classroom Building) Administration



Administration Multi- Purpose Room Lunch Shelter



View from the fire lane through the Classroom Building



Side of lunch Shelter Elevator Foundation



Framing in the Administration Building



Multi-purpose Room, Lunch Shelter, C building



Admin Building, Multi-purpose Room, Lunch Shelter

Coversheet

Monsenor Oscar Romero Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: J. Monsenor Oscar Romero Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: 17-18_MORCS_EA_Board_Report__October_.pdf



MORCS Executive Administrator Report

October 2017

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Attendance and Enrollment:

Our current enrollment at MORCS is 335.

Enrollment Numbers:

6th	114
7th	103
8th	118
All	335

Attendance:

6th grade - 98.353%

7th grade - 97.740%

8th grade - 98.218%

Overall - 98.118%

Parent Conferences:

Our parent conferences were a great success. In addition to our great turn out, we were very excited to see student led conferences where students were able to talk about their mastery in their classes. Teachers were also able to use the digital tools, textbooks, and resources to show many samples of student work giving parents a very clear picture of how their kids are performing. Ms. Rodman and Mr. Zepeda (who lead our academic and tutoring team) met with parents of students who are struggling with mastery in their classes and with the parents of our EL 1s and 2s to discuss the progress and support of our students outside of their core classes. Our operations and parent team also put together a small resource fair for our parents that they could visit before or after their scheduled conferences with their teachers. The partners at the fair included high school representatives, counseling and support services, and the California Charter School Association.

“Maker Madness” Engineering Night:

We had our first ever family engineering night on 10/26. Our goal was to expose families to engineering and the connection between engineering and the new NGSS standards. Through this highly engaging night, we also wanted to expose parents and students to possible careers they could pursue in the engineering field. Our STEAM Team (our new name for our math/science department) reached out to the community and we were able to put together the following sessions for our families:

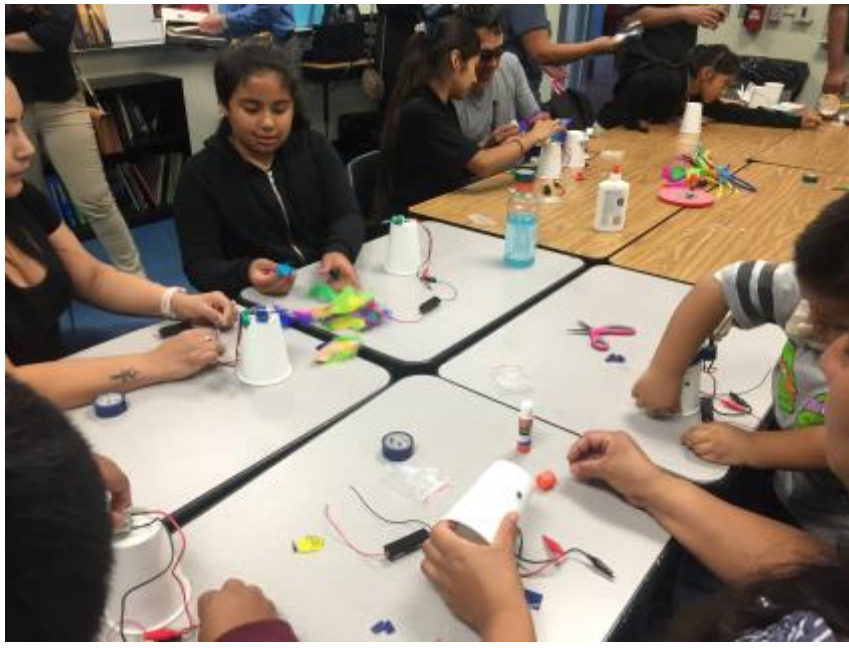
1. Coding: during the summer, Ms. Smith (7th grade math/science teacher) and I applied for a grant to get coding into our school. Ms. Smith was selected to participate in the grant, which provided her with 2 days of training on how to teach coding to middle school students and how to use the program that would be provided to our school as part of the grant. Ms. Smith has been teaching coding as an elective this year and the kids have loved it. Last night, she taught a session that

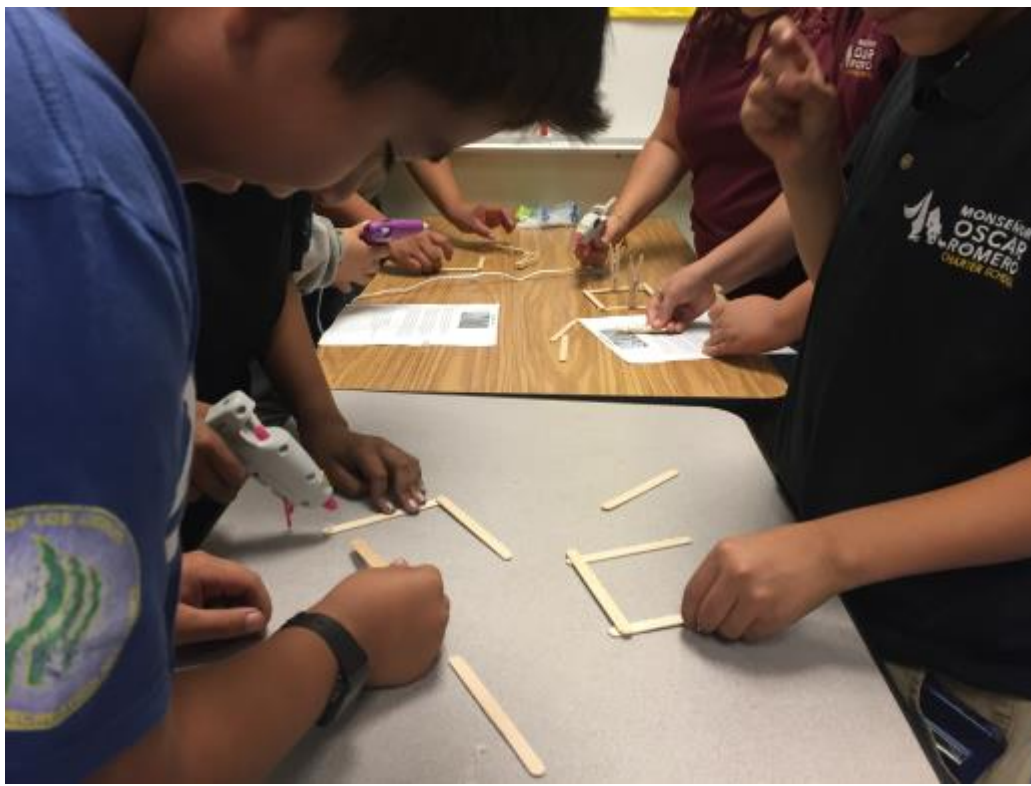
- showed kids and families how to animate the letters in their name by writing a specific code.
2. Catapult Creation: we were very excited to host the USC (Society of Hispanic Professional Engineers) as one of our STEAM partners last night. In this session, the families were able to collaborate to create a mini catapult that would project mini marshmallows at a target. My favorite part about the project was how they allowed the kids to create with minimal guidance, and then helped the kids update and create new iterations as a to improve on their original model. A few kids were frustrated when their first model didn't work well, but they were proud and excited as they created new iterations and they eventually found success.
 3. Robotics: one of our new staff members from the Promise Neighborhoods grant has a background in engineering and robotics, and she used electric toothbrush motors to help the students create their own robots.
 4. Lego Cars Design: In this session, the staff from Play Well TEKnologies helped the kids design and build a Lego car that actually ran and moved. Some kids created obstacle courses for their cars, others held "battles" to determine which car was build the best. It was great to see the kids so excited about their own designs!

This night was definitely a success and represents the amazing events our team at MORCS and YPICS and hold for our families!











LCAP Meetings:

We are having monthly LCAP meetings with our parents to keep them informed of our plan for success this year and so they understanding the expectations and accountability for our school. At the most recent meeting, we shared our most recent SBAC scores with our parents and showed them how MORCS stacked up in the community when compared with other schools. They were excited to see that our school did well in comparison to local schools. They were especially excited to see how well our ELs and students with special needs performed and that they were ranked as “Improved Significantly” on the state 5 by 5.

Professional Development

Our professional development continues to focus on support for all learners and standards based grading practices. At our next full day TPD, we will be digging into the SBAC results and blueprints, comparing our results to other benchmarks and data and then making connections between our learning outcomes (which we wrote using the CA Standards) and the claims/targets for the SBAC test. This work will help us to continue to align our work with the state expected outcomes for our schools.

Great California Shake Out:

We participated in the statewide earthquake drill on 10/26 as our students were out of school for parent conferences on the actual date. Our drill went very smoothly and we were able to reflect on a couple of tweaks and re-training to make sure our kids are prepared and safe in the case of an actual emergency.

Academics: Digging Deeper with Hot List Students

Our academic team is still working with our hot list students in class, but we are also starting to identify more specific needs for our students through our focused work with them. Our tutors are still working with our students in their classes, but they are also pulling students out of elective time to teach/re-teach specific skills and information that will help our kids progress forward.

School Advisory Council:

We have now had two School Advisory Council meetings. This council includes teachers, parents, students, and community members, as well as at least one representative from the administration team. The meetings are coordinated and facilitate by me (Mr. Myers). The council has decided to focus on two initiatives: writing a policy to share with the YPICS Board that will declare MORCS to be a sanctuary and a safe space for all

students; and, working with the Berendo staff to create a safer place and process for student drop off and pick up. (see SAC agenda and minutes attached).

School Leadership Focus and SMART Goals:

Each member of our school leadership team (a variety of teachers, admin and staff) has written a SMART goal for each month of school to date. The SMART goals connect to the overall school goals we wrote during the summer: Providing Support and Feedback for all Stakeholders, and Improving School Culture. Each week we reflect on our progress on meeting our SMART goals. (See SMART Goals Sheet Attached)

Students Lead In Anti-Bullying Month:

In collaboration with our SCC team and Ms. Aquino (School Social Worker), our students have created presentations for other MORCS students about the negative effects of gossip and bullying. The kids are working with our staff to educate other students and to be proactive about preventing bullying. We have heard some great feedback from our students and our 8th grade leaders feel very empowered!

Successes with Restorative Justice Circles:

As a part of our efforts to find alternatives to suspension, we have been using Restorative Justice (RJ) circles to help mediate and resolve issues between students. We have recently had some great success with these efforts, especially in mediating some issues between MORCS and Berendo students. The kids realize that most of the conflicts they have are from rumors and gossip, both between groups of friends and on social media, and once they realize this they are able to bury their issues and move forward.

Academics: MAP and SBAC Results

**2016-17 Smarter
Balanced
Performance
Summary**

ELA: All Grades Tested

Site: MORCS
Roster Date: Control Panel (10-27-2017)
Grade Levels: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

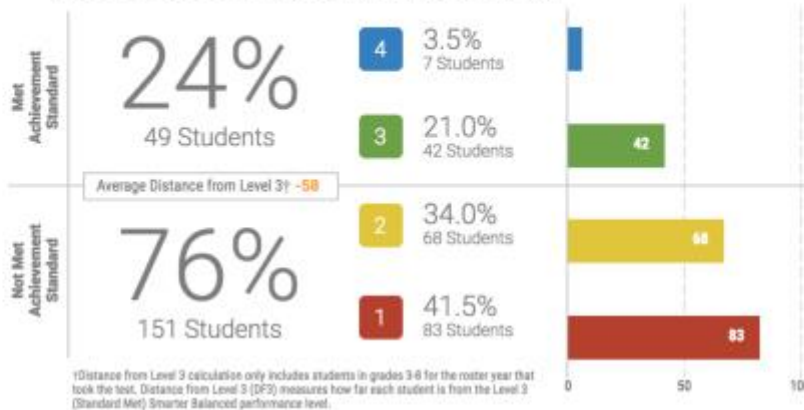
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

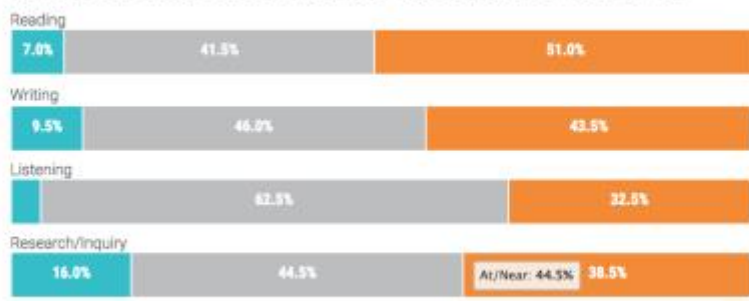
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/27/2017 by Illuminate Education™

Overall Performance: 200 Students Tested



Claim Performance: Percent of Students at Each Level



**2016-17 Smarter
Balanced
Performance
Summary**

Math: All Grades Tested

Site: MORCS
Roster Date: Control Panel (10-27-2017)
Grade Levels: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

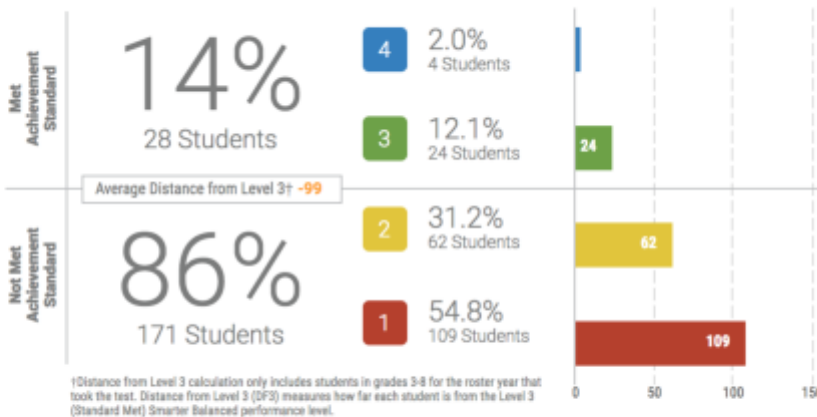
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/27/2017 by Illuminate Education™

Overall Performance: 199 Students Tested



Claim Performance: Percent of Students at Each Level



SBAC Reading				SBAC Math			
		#	%			#	%
All	1	135	40.42%	All	1	178	53.61%
All	2	116	34.73%	All	2	96	28.92%
All	3	65	19.46%	All	3	38	11.45%
All	4	18	5.39%	All	4	20	6.02%
		334		All		332	
SBAC Reading				SBAC Math			
		#	%			#	%
6	1	52	48.15%	6	1	68	63.55%
6	2	42	38.89%	6	2	29	27.10%
6	3	12	11.11%	6	3	8	7.48%
6	4	2	1.85%	6	4	2	1.87%
6		108				107	
SBAC Reading				SBAC Math			
		#	%			#	%
7	1	46	38.66%	7	1	60	50.42%
7	2	34	28.57%	7	2	40	33.61%
7	3	32	26.89%	7	3	16	13.45%
7	4	7	5.88%	7	4	3	2.52%
7		119				119	
SBAC Reading				SBAC Math			
		#	%			#	%
8	1	37	34.58%	8	1	50	47.17%
8	2	40	37.38%	8	2	27	25.47%
8	3	21	19.63%	8	3	14	13.21%
8	4	9	8.41%	8	4	15	14.15%
8		107				106	

6A - READING	
Mean RIT	201.5
Exceeding	1
Met	1
Nearly Met	6
Did Not Meet	21
7A - READING	
Mean RIT	205.6
Exceeding	0
Met	5
Nearly Met	9
Did Not Meet	10
8A - READING	
Mean RIT	214.2
Exceeding	1
Met	5
Nearly Met	17
Did Not Meet	6

Coversheet

Bert Corona Charter High School Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: K. Bert Corona Charter High School Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: HS EA Report November 2017.pdf

Bert Corona Charter High School
Executive Administrator Report – Mr. Simonsen
Nov 4, 2017

Mission

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Enrollment

The current enrollment of Bert Corona High School is 207 as of Friday, October 27th-

9th Grade – 59
10th Grade – 83
11th Grade – 52
12th Grade – 13
Total - 207

This number is 28 under projection for the approved FY 2017-2018 budget. The drop-off in enrollment of Bert Corona Middle School Graduates for the spring of 2016 was noticeable and had a significant impact on student morale and budget flexibility.

Staffing

The final missing piece for BCCHS staffing was filled in this month. Our new Chemistry and Physics teacher started work during the second week of October. She is from Chile, has a Bachelors in Chemistry, a Masters in Environmental Engineering, and a PhD from UCLA in Environmental Engineering. She has been immediately embraced by our students as she is a wonderful example of the “rare but possible,” that is, a bicultural, bilingual woman with advanced and terminal degrees in the fields of science and engineering. She wanted to come to our school to work with students because she felt that the corporate environment was not meeting her desires for making a difference in people’s lives. We are very blessed to have her.

Student Academic Performance/Growth

BCCHS Students did not take any periodic growth assessments in the months of October or November to this point. The next scheduled assessments are the NWEA MAPS assessments, which will take place during the first full week of December.

Parent Conferences

BCCHS most recent parent conferences were a significant time of connection for students, parents and teachers. The teaching team always receives their due praise during these connections, and is able to enlist the help of parents to strategize how to assist students who are underperforming. The only difficulty presented by this year's conferences was the lack of time available to schedule all parents. There are too many different teachers in a student's schedule to afford a 10-minute face-to-face meeting with every parent and teacher. We hope to solve this problem with some strategic planning.

College Visitations, Applications, and Acceptances

Ms. Palafox recently took four seniors to visit Grand Canyon University. The girls had received conditional letters of acceptance, and were very thrilled to see their possible new home for the next four years. Three of them fell in love with the campus, and one said she's going to wait for a better offer. Several students are applying to the CSU system as well as out-of-state public and private schools. It is a very nervous and exciting time for our 14 seniors, most of who have no immediate family members who are college graduates.

Professional Development

While our professional development agenda was originally slated to be heavy on standards-based grading this fall, we have had many curve balls thrown our way, so have had a number of unanticipated PD trainings. We had an LAUSD DVR (District Validation Review), so had to spend two weeks preparing for this process. We also just recently received a new student who suffers from seizures, so needed to spend an afternoon with a nurse learning about seizure management. We also have one new teacher who is feeling significantly overwhelmed with the work of teaching EL students with behavior support issues, so have had to spend many hours providing behavioral support instead of instructional coaching. With the CSD LAUSD Oversight Visit looming on the horizon January 10, there will be a concerted effort to return to looking at student work, unit designs, and assessment tools so that we can say we are focused on teaching and learning for mastery.

SAC

BCCHS just launched its first School Advisory Council to meet the requirements for *all stakeholder input* into the academic programming, climate and culture, and day to day operations of the school. Three students, two parents, two teachers, our Director of Operations, a community representative from LAPD, and the EA comprise this committee. We have held two meetings thus far in 2017, and the input has been fantastic. Our community members care very deeply for the school, and are willing to generate ideas and solve problems for the sake of its long-term viability.

CIF Sports

Our volleyball team won 1 of its 3 inaugural matches this fall. It was a thrill for students, teachers and parents alike to watch the first CIF sports team in BCCHS history take on teams from other high schools. I made it to all three matches, which were hosted at high schools and community centers around Los Angeles, and I could not have been more proud. Coach Carroll instilled in his players just the right combination of competitiveness and good sportsmanship. Bert Corona would have been proud as well for the spirit of community these girls took with them wherever they went. They were always the kindest and happiest team on the court, and thanked the host schools and their supporters, win or lose.

Speech and Debate

Another first was the amazing success rate of the BCCHS Speech and Debate Team in its first ever “Open Tournament” at Cleveland HS. The team went up against other novice teams, and brought back some very real victories. It was actually a bit shocking to see a group of novices, competing in their second language, led by a coach with no experience, do so well in an open tournament. A very time-honored academic tradition has been started at BCCHS, and has been quickly rewarded.

CTE Grant

BCCHS has been included in a CTE grant that is anchored by Vaughn NCLC HS. Our CTE pathway is Media and Visual Arts, and we have an experienced career professional running our program. Ms. Demorgoli is new to teaching, but her expertise in the field is solid, so we are excited to be included in this grant, and looking forward to expanding our program.

Coversheet

Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: L. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: YPICS Executive Director Report 103017 .pdf



YPI CHARTER SCHOOLS *EXECUTIVE DIRECTOR'S REPORT*

October 30, 2017

The mission of YPI Charter Schools (YPICS) is to:

- *Prepare students for academic success in high school, as well as post-secondary education.*
- *Prepare students to be responsible and active participants in their community.*
- *Enable students to become life-long learners.*

Students at YPICS will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

CCSA:

The Los Angeles Advocacy Council was founded in 2016 to better meet the needs of the Los Angeles charter community.

Our mission is to transform the public school system so that all district and charter students have access to high-quality public schools.

The council members include 17 CEOs and EDs of large and small charter schools and CMOs across Los Angeles. The group meets monthly.

Member	School/Organization
Ana Ponce	Camino Nuevo
Brian Bauer	Granada Hills Charter High School
Jackie Elliot	PUC
Caprice Young	Magnolia
Irene Sumida	Fenton
Marcia Aaron	KIPP LA
Ted Morris	Endeavor
Pam Magee	Pacific Palisades Charter High School
Oliver Sicat	Ednovate
Vanessa Jackson	Collegiate
Cristina de Jesus	Green Dot
Emilio Pack	STEM Prep
Eric Studer	CHIME
Mark Kleger-Heine	CWC
Parker Hudnut	ICEF
Yvette King-Berg	YPICS
Vacancy	

The council has identified four “North Stars” that focus the work of the organization for the 2017-2018 school year:

- Improving/refining/revising the District Required Language (DRL)
- Improving the oversight process
- Establishing long-term facilities use agreements for all charter schools
- Building better relationships with the District

State:

From School Services of California –

LAO Analyzes Volatility of California’s Personal Income Tax Structure

The personal income tax (PIT) is California’s largest state revenue source, accounting for more than two thirds of the state General Fund, the predominant fund for financing the state's operations. The General Fund supports California’s K-12 public schools and community colleges as well as other state-funded programs such as universities, corrections, health facilities, and social services.

The Legislative Analyst’s Office (LAO), the Legislature’s nonpartisan fiscal advisor, released a report titled, *Volatility of California’s Personal Income Tax Structure* on September 28, 2017. The report scrutinizes California’s volatile PIT structure and the implications of that volatility.

In the report, the LAO measures volatility by means of average deviation, which summarizes, for a given time period, how many percentage points the data deviates from the average annual compounded growth rate. Using this formula, the LAO is able to draw the following conclusions about California’s PIT structure:

- The state PIT base is much more volatile than personal income for the following two reasons:
 - Capital gains, which have nearly three times the volatility of the overall PIT, are included in the PIT base, but excluded from personal income.
 - Stable income categories such as employer-paid benefits, transfer payments (Social Security and unemployment insurance), and the excluded components of dividends, interest, and rent are included in personal income, but excluded from the PIT.
- California’s graduated rate structure that taxes higher-income filers more heavily than lower-income filers makes the PIT revenue more unpredictable because the aggregate income reported by high-income earners, which is disproportionately from business profits and capital gains, is much more volatile than the aggregate income reported by low-income earners.

The LAO asserts that the Legislature has the power to reduce the PIT volatility because they have control over most facets of the PIT structure. However, the report offers the caveat that a more stable PIT would likely come at the cost of less revenue growth because the aggregate income of the top earners in California has grown much faster than the income of the entire population. This means that if the PIT were less reliant on the high-income earners it may make the structure less volatile, but could also result in slower revenue growth.

The report shows that California’s revenues will continue to be fragile because of the dependence on the top one percent of taxpayers, a group that is not growing, and because of the reliance on sales and income taxes for the marginal dollar instead of the less volatile property tax.

Stanford Warns Pension Costs Will Crowd out Public Services

In a report examining pension costs in public agencies across the state, Stanford University Professor Joe Nation warns that rising pension costs will account for an ever-increasing share of public budgets, making it more difficult to provide governmental services. Joe Nation served as a state Assembly member in the early 2000s.

In a report titled *Pension Math: Public Pension Spending and Service Crowd Out in California, 2003-2030*, Nation evaluated pension liabilities of selected cities, counties, school districts, and special districts. To project future pension liabilities, the study evaluated two assumptions of future investment returns for public pension funds, a baseline rate of 7% assumed by the pension funds and a more conservative alternative rate of 5%.

For all public agencies in the case studies, Nation drew the following conclusions:

- Employer pension contributions from 2002-03 to 2017-18 rose on average 400%, i.e., contributions are now five times greater than 15 years ago
- Employer contributions from 2017-18 to 2029-30 would increase 76% under the baseline case (7% rate of return) and 117% under the alternative case (5% rate of return)
- During the period 2002-03 to 2017-18, pension contributions increased on average 400%, while operating expenditures grew 46%, with pension contributions now accounting for 11.4% of all operating expenditures, up from 3.9% in 2002-03
- By 2029-30 pension contributions will account for 14% of operating expenditures under the baseline assumption and 17.5% under the lower alternative assumption
- As pension costs have increased, public agencies have reduced social, welfare, and educational services as well as “softer” services such as libraries, recreation, and community services

The *Pension Math* report also looked specifically at the liabilities to the California State Teachers’ Retirement System (CalSTRS) and California Public Employees’ Retirement System (CalPERS) funds of three school districts in California: Los Angeles Unified School District, Mill Valley School District, and Visalia Unified School District. The report notes that as of June 30, 2016, CalSTRS covered 914,000 members, including 439,000 current employees, and CalPERS covered 710,000 members, including 298,000 current employees.

On a statewide basis, the report projects that school employer rates for CalPERS would increase from 15.53% currently to 31.26% by 2029-30 under the alternative assumption that the fund’s return on investment is 5%. If the 7% assumed rate of return is realized, employer rates would still increase significantly to 25.23%. The report did not offer projected employer contribution rates for CalSTRS other than to note the current law authorizes employer rates to increase from 14.43% in the current year to a maximum of 20.25% in 2022-23. The report notes that while the CalPERS Board has the authority to raise employer contribution rates, CalSTRS rates must be enacted through a bill passed by the Legislature and signed by the Governor.

2016-17 CAASPP Scores Stagnant Across the Board

On Wednesday, September 27, 2017, the California Department of Education (CDE) released the scores for the third year of the Smarter Balanced Summative Assessments in English language arts and mathematics assessments, about a month later than expected. The results show that the 2016-17 scores have stagnated from last year with little to no progress in narrowing the achievement gap between the lowest and highest performing student groups. The scores show that 48.56% of students tested proficient in English language arts and 37.56% tested proficient in mathematics. The English results were about a

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half percentage point drop from last year (49%), while the math results were about a half percentage point increase (37%).

The results come after last year's marks showed about a four to five percentage point improvement in both English (from 44% to 49%) and math (from 33% to 37%) from the 2014-15 scores. Equity groups have been quick to point out that the achievement gap hardly budged from last year's scores and slightly widened for the state's English learners. State Board of Education President Michael Kirst downplayed the stagnant test results arguing that California is moving in the right direction and that "test scores are not the only way to look at how students are doing."

State Superintendent of Public Instruction Tom Torlakson, who held a press conference last year in Los Angeles to tout the gains made from the first year of testing to the second, released a statement that characterized the flat scores as a continuation of the progress made since the initial year of testing. He did concede that more work needs to be done in order to narrow the persisting achievement gaps and ensure that all students continue to progress.

Bills Signed by the Governor

SB 496 (Cannella, R-Ceres)—Indemnity: Design Professionals. SB 496 was signed into law on April 28, 2017, regarding the duty of design professionals to indemnify public agencies with whom they contract from claims against the public agency for design-related work. Specifically, as of January 1, 2018, SB 496 will:

- For contracts, and amendments to contracts, entered into on or after January 1, 2018, render contractual obligations of design professionals to indemnify, including the duty to defend, public agencies for claims against the agency unenforceable except for claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the design professional.
- Limit the costs to defend claims to no more than the "proportionate share of the fault" of the design professional. This provision, on its face, inhibits the ability of public agencies to obtain upfront duty-to-defend obligations from their contracted design professionals.
- Not apply duty-to-defend obligations to joint venture contracts that include design professionals, or contracts that are covered by general liability insurance policies that covers all design professionals for their legal liability arising out of their primary services.
- Not apply to state agencies.

Bills Failed Approval by the Legislature

AB 254 (Thurmond)—Local Educational Agency Behavioral Health Integration Pilot Program. This bill would have established a pilot program aimed at encouraging schools to provide additional behavioral health services to students. The bill would have required the funds to be used to provide or building capacity for the provision of direct behavioral health services to all students with a demonstrated need, with a concerted effort toward improving the delivery of underutilized services to students enrolled in the Medi-Cal program.

The bill would have authorized LEAs selected for the pilot program to provide direct behavioral health services through direct employment of health care providers, or by contracting with health care providers or school health centers. The bill would have appropriated \$10 million annually (through the 2021-22 fiscal year) from the Mental Health Services Act for the pilot program.

AB 1217 (Bocanegra)—Pupil Instruction: State School: STEM Instruction. This bill would have established a state school located in Los Angeles County to be governed by a nonprofit public benefit

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corporation for the purpose of providing instruction in science, technology, engineering, and mathematics (STEM) to historically underrepresented pupils in grades 6 to 12, inclusive. The bill would have required the state school to complete a plan that governs the education of its pupils and the operation of the school in accordance with a specified timeline and prescribed criteria.

SSC Comment: This measure failed passage in the Senate and was ordered to the inactive file at the request of Senator Portantino. There are several questions as to whether this state-run STEM school would be considered a public charter school, as there are many similarities in the creation of this school and the creation of traditional charter schools. Opponents of the bill had argued that if this were a state-run STEM school, then it should be open to all eligible students throughout the state and be under the administrative control of the SSPI as the other state schools are.

SB 328 (Portantino, D-La Cañada Flintridge)—Pupil Attendance: School Start Time. Commencing on July 1, 2020, this bill would have prohibited LEAs from beginning the school day for middle schools and high schools earlier than 8:30 a.m. However, rural school districts would have been authorized to seek a waiver from the SBE to delay implementation of this limitation.

SSC Comment: This bill failed passage in the Assembly on a vote of 26 ayes, 30 noes, and 23 not voting on September 14, 2017. Opponents had argued that the bill fails to consider the impact it has on parent drop off times; feasible hours for extra-curricular activities, physical education, and athletic programs; and school transportation. Opponents had also asserted that “the local school board knows more than the state about the education programs and needs within its jurisdiction,” and the school start time decision should remain “locally driven and collectively bargained.”

SB 607 (Skinner, D-Berkeley)—Pupil Discipline: Suspensions and Expulsions: Willful Defiance. As amended on June 26, 2017, this bill would eliminate the authority to suspend or recommend for expulsion any pupil in kindergarten through grade 5 who disrupts school activities or otherwise willfully defies the valid authority of supervisors, teachers, administrators or school officials, and prohibits until July 1, 2023, the suspension or recommendation for expulsion any pupil in grades 6 through 12 for that same act and extends these provisions to charter schools.

Governor Brown Signs Several Bills Supporting Immigrant Community

Since taking office in 2010, Governor Jerry Brown has not been afraid to sign controversial legislation to show his support for the immigrant community. In 2011 he signed the California Dream Act, allowing top students on the pathway to citizenship to apply for college financial aid. In 2013 he signed Assembly Bill (AB) 60, granting undocumented immigrants in California the right to obtain driver’s licenses. He also signed legislation to provide legal services to unaccompanied minors coming from Central America and legislation to extend healthcare coverage to undocumented children in the state.

On Thursday, October 5, 2017, the Governor signed a package of bills once again aimed at protecting California’s undocumented population. This package includes the highly publicized “sanctuary state” bill, Senate Bill (SB) 54, by Senate President pro Tempore Kevin de León.

Summaries of the bills that were signed in the immigrant package that will affect K-12 public education can be found below.

- SB 54 (Chapter 495/2017) will require the Attorney General, by October 1, 2018, in consultation with stakeholders, to publish model policies limiting assistance with immigration enforcement to the fullest extent possible. Public entities, including public schools, would then have to implement that policy or an equivalent policy. The bill will also prohibit, with certain exceptions,

state and local law enforcement agencies, including school police and security departments, from using resources, money, or personnel to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes.

- AB 699 (Chapter 493/2017) will require the Attorney General to publish model policies limiting assistance with immigration enforcement at public schools, requires local educational agencies (LEAs) to adopt the model policies or equivalent policies, and provides education and support to immigrant students and their families. The bill will prohibit school officials and employees of an LEA, except as required from state or federal law, or as required to administer a state or federally supported educational program, from collecting information or documents regarding citizenship or immigration status of pupils or their family members. Additionally, the bill will also provide that if an employee of a school is aware that a pupil's parent or guardian is not available to care for the pupil, the school shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care.
- SB 257 (Chapter 498/2017) will deem that a student meets residency requirements for school attendance in a school district if he or she is a student whose parent(s) were residents of California and have departed California against their will and if the student seeks admissions to a class or school of a school district to be admitted by the school district regardless of his or her current residency provided that the student meets the following requirements:
 - Has a parent or guardian who departed California against his or her will
 - Provides official documentation evidencing the departure of his or her parent or guardian
 - Moved outside of California as a result of his or her parent or guardian departing California against his or her will, as defined, and the student lived in California immediately before moving outside of California
 - Provides information and evidence demonstrating that the student was enrolled in a public school in California immediately before moving outside of California

2017 Second Bill Signing Update

Governor Jerry Brown and his staff have been busy over the past week, acting on 160 bills since last Friday afternoon, September 29, 2017. Of those 160 bills, 143 were signed and 17 were vetoed.

Below are some of the top education issues approved by Governor Brown over the past week:

- Assembly Bill (AB) 226 (Chapter 436/2017) will require the Commission on Teacher Credentialing to grant or deny a completed application for a credential within seven days of receipt if the applicant holds a valid teaching credential in another state and is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state.
- AB 667 (Chapter 445/2017) will require that the principal, his or her designee, or the district superintendent of schools inform a pupil who is being suspended of the other means of correction that were attempted prior to the suspension, during the mandatory informal conference.
- AB 1520 (Chapter 415/2017) will establish the Lifting Children and Families Out of Poverty Task Force for the purpose of submitting a report for the Legislature and the executive administration of the state, as specified, that recommends future comprehensive strategies aimed at addressing deep child poverty and reducing child poverty in the state.

- AB 1550 (Chapter 451/2017) will authorize two or more small school districts that have had the issuance of bonds authorized by the voters to form a joint powers authority for the purpose of issuing or selling those bonds for raising money for the purposes authorized by the bonds.
- Senate Bill (SB) 344 (Chapter 461/2017) will extend the sunset date on the extended timeline provided to county boards of education in Class 1 and Class 2 counties to determine whether a student who has filed an interdistrict appeal should be permitted to attend in the district in which the student desires to attend.
- SB 544 (Chapter 395/2017) will require school districts to award contracts for the provision of child nutrition program supplies to the most responsive and responsible party and requires price to be the primary consideration, but not the only determining factor.

Governor Brown Acts on Two Classified Employee Bills

As the deadline looms closer for Governor Jerry Brown to sign or veto bills that the Legislature presented to him last month, he took action on two noteworthy classified employee-related bills.

The Governor signed AB 670 (Thurmond, D-Richmond) to include part-time playground positions as part of “classified service” even if the employee does not serve in another classified service position in his or her district. AB 670 will take effect on January 1, 2018, after which part-time playground employees will be mandatorily covered under collective bargaining.

The Governor also acted on AB 621 (Bocanegra, D-Pacoima), which would have established a state-funded summer furlough fund for classified employees to contribute to and receive earnings during the summer months in which they are not working. AB 621 was one of several attempts over the last few years seeking relief for classified employees during the traditional summer academic recess. The Governor vetoed AB 621, citing that “employee compensation is a matter subject to local collective bargaining,” and that the bill would reduce local flexibility to set priorities within a local context.

California School Finance Authority Adopts Emergency Regulations for the Charter School Facility Grant Program

Today, October 11, 2017, the California School Finance Authority (CSFA) adopted emergency regulations for the Charter School Facility Grant Program (CSFGP). The program provides facilities rent and lease assistance to eligible charter schools (FPC, STEM and FCLA all benefit from this program).

With the increase in funding provided by the 2017-18 State Budget, as well as an increase in the number of applicants, CSFA staff anticipates that the CSFGP will be oversubscribed. There is \$112 million available in the program, and staff is currently anticipating a minimum of \$116 million in requests, with that number increasing once the applications for new schools are received by the October 16, 2017, deadline and other additional expenses are added. The emergency regulations that were adopted are intended to clarify the pro-rata share formula and set forth how funds will be disbursed during oversubscribed funding rounds. Based on current costs and available funding, it is anticipated that charter schools will receive 78% of its award under the pro-rata share formula.

While the emergency regulations changes include some nonsubstantive corrections, there are four changes of which to be aware:

1. Section 10170.2 (e) and (h) include new definitions for average daily attendance (ADA) cap and cost-of-living adjustment (COLA) Index to address the increased per-ADA amount for 2017-18 and the new requirement that a COLA adjustment be applied to the ADA cap each year beginning in 2018-19.

2. Section 10170.4 (a)(1)(A) and (B) were added and note that facilities rents or lease costs cannot exceed the prior year's costs adjusted for COLA and ensure that rent or lease costs for new facilities are at or below market rate. These changes were included to discourage inflated lease or rent costs and ensure a fair distribution of funds among all participants. (Note that this change will not take effect until 2018-19.)
3. Section 10170.9 includes various changes to provide a comprehensive pro-rata share disbursement schedule necessary due to the oversubscription of the program.
4. Section 10170.10 (f) and (g) provide a single 30-day extension, under extraordinary circumstances, to the appeal process and clarify eligibility and award if application deadlines are not met.

As these are emergency regulations, they will go into effect for the 2017-18 funding round, with exceptions noted above.

District:

Dr. Ref Rodriguez resigned as president of the LAUSD Board of Education on September 19, 2017. On September 26, 2017, Monica Garcia, BD 2, was nominated by new board member Kelly Gonez, BD 6, for the position of president and was elected on a 4-3 vote. New board member Nick Melvoin, BD4, was selected as the vice president.

On Tuesday, October 24, 2017, the LA Times reported the following, "Nobody should be tried in the press or the court of public opinion without having a fair hearing," board members Monica Garcia, Nick Melvoin and Kelly Gonez said of the allegations that Rodriguez illegally reimbursed 25 donors to his 2015 campaign. "But in order to keep making progress towards our goal of 100% graduation, we have asked Dr. Rodriguez to take a leave of absence from the Board."

Dr. Ref Rodriguez responds, "Earlier today, three members of the LAUSD Board requested that I take a leave of absence. I am not doing so," he wrote. "I have dedicated my life to provide better educational opportunities to all students in our communities. I have worked with parents, community members, and students to tear down barriers to success, and together, we have proven that grassroots policy making is alive and well."

YPICS:

The organization has focused on the following three areas to improve practice for the 2017-2018 school year:

- Improve communications
- Improve student connections and their feeling of belonging
- Closing the achievement gap for all students but with special attention to ELs
- Improve enrollment process and procedures

July 1, 2017 organization wide we adopted SLACK as a communication tool In order to improve internal communications. Slack is where work happens. It is a digital workspace that powers the organization to get things done. Since our July adoption, each site has created teacher, administration, staff, and celebration spaces. Daily there are ongoing conversations both on individual campuses and within teams that work cross the YPICS network. Slack has allowed us to prioritize the internal communication needs of the organization first.

We have continued to focus on making school a special place where students feel that they belong through PBIS training and student centered activities. Additionally, we continue to focus on language

development for our ELs to further close the achievement GAP through teacher EL trainings and focus on EL strategies. We are working with Elizabeth Jimenez-Salina, Gemas Consulting group to provide on going support for ELs.

YPICS is moving to a digitized enrollment process this year. The goal is to improve the enrollment process and to decrease mistakes when transferring information from paper applications to Illuminate, the schools' student information system. This November will be the first time parents will have the opportunity to submit an application via their cell phone or by a computer. Each office will have a computer available for parent use to engage in this process, individually or with staff support. School Mint is the platform that will allow us to move to the digitized system. The office staff is looking forward to implementing the new enrollment and outreach process.

Coversheet

Yearly Brown Act Training by Janelle Ruly, Esq. with YMC Law Firm

Section: IV. BOARD BROWN ACT TRAINING
Item: A. Yearly Brown Act Training by Janelle Ruly, Esq. with YMC Law Firm
Purpose: FYI
Submitted by:
Related Material: Youth Policy Institute Charter Schools Brown Act 102617.ppt



YOUNG, MINNEY & CORR, LLP



Youth Policy Institute Charter Schools: Brown Act Training

Presented by:
Janelle A. Ruley, Esq.
jruley@mycharterlaw.com
Website: www.mycharterlaw.com

THE CHARTER LAW FIRM



1. Types of Meetings

Agenda Reference:

EMERGENCY MEETING



1. Types of Meetings

Concern/Correction:

Types of Meetings:

1. Regular meetings – Agenda posted 72 hours in advance
2. Special meetings – Agenda posted 24 hours in advance
3. Emergency meetings – at least 1 hour in advance



2. Remote Participation

Agenda Reference:

**Call in Telephone Number:
1-887-DON'T-CALL**



2. Remote Participation

Concern/Correction:

Basic Requirements if Any Board Member Participates by Telephone:

1. Each teleconference location shall be identified in the notice and agenda of the meeting.
2. A quorum of the Board must participate from within the School's "jurisdiction."
3. Agenda must be posted at all teleconference locations.



2. Remote Participation

Concern/Correction:

4. Each teleconference location shall be accessible to the public.
5. Members of the public shall have the right to address the Board directly at each teleconference location.
6. All votes shall be taken by roll call.



3. Public participation Instructions

Agenda Reference:

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The Osogood Charter School (“School”) welcomes your participation at the School’s Board meetings, so if you have something to say, you will be allowed to speak at the end of the meeting.



3. Public participation Instructions

Concern/Correction:

Members of the public have a right to provide testimony on non-agenda and agenda items before or during consideration of the item.

(Technically, the testimony right as to non-agenda items is inapplicable at special meetings.)

3. Public participation Instructions



Agenda Reference:

If you don't have something nice to say, don't say anything at all.



3. Public participation Instructions

Concern/Correction:

Members of the public have very strong free speech rights, including making adverse statements against public employees. The Board may only hold the speaker to his or her designated time or stop the speaker if the speaker is disruptive to the meeting.

3. Public Participation Instructions



Agenda Reference:

Disability Access

4. Disability Access



Concern/Correction:

The agenda shall contain information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aides or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the meeting.

4. Attendance donation



Agenda Reference:

Footnote 1: Small donation toward school athletic program (\$2.00 or more) to be paid at the front door.

4. Attendance donation



Concern/Correction:

A member of the public shall not be required, as a condition to attendance at a meeting to register his or her name or provide other information or otherwise fulfill any condition precedent to his or her attendance (including payment of a fee or making of a purchase).

5. Public Access



Agenda Reference:

Footnote 2: Elevator is currently broken, so wear comfortable shoes.

5. Public access



Concern/Correction:

Meeting facilities must comply with state and federal requirements for accessibility to disabled persons.

6. Preliminary Items



Agenda Reference:

A. Board Decision Whether to Add Agenda Items

6. Preliminary Items



Concern/Correction:

If a topic is not on the agenda, the Board should not be discussing that topic unless an exception applies. Remember, the central purpose of the Act is to allow public access to decision-making process.

General Rule: The agenda shall be posted properly in advance of a meeting (in a freely accessible public location and on the school website) and the agenda must include a brief description of items to be transacted or discussed. With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.

7. Communications



Agenda Reference:

A. For Information: Executive Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

B. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.



7. Communications

Concern/Correction:

See previous concern/correction.



8. Consent Agenda Items

Agenda Reference:

CONSENT AGENDA ITEMS



8. Consent Agenda Items

Concern/Correction:

Trick question, no concern. 😊

9. Items Scheduled for Action/Information



Agenda Reference:

A. New Phone System

9. Items Scheduled for Action/Information



Concern/Correction:

The Brown Act requires each agenda item to include a brief description of 20 words or less, and the description should be clear to the average person what the Board intends to discuss or what action it may take on the item.

9. Items Scheduled for Action/Information



Agenda Reference:

B. Real Property Acquisition

9. Items Scheduled for Action/Information



Concern/Correction:

This item does not contain sufficient detail, and could be a closed session item.



9. Items Scheduled for Action/Information

Agenda Reference:

C. Board Policy XXX, Sexual Harassment: First Reading

9. Items Scheduled for Action/Information



Concern/Correction:

Unless required by policy, there is no legal requirement for a first reading of a policy.

9. Items Scheduled for Action/Information



Agenda Reference:

D. Discuss Board Emails Regarding Board Member Johnson's Illicit Affair

9. Items Scheduled for Action/Information



Concern/Correction:

Serial meetings are prohibited. Serial meetings occur when:

- 1. A majority of the members;**
- 2. Outside a meeting;**
- 3. Use a series of communications of any kind, directly or through intermediaries;**
- 4. To discuss, deliberate, or take action on;**
- 5. Any item of school business that is within the subject matter jurisdiction of the body.**

9. Items Scheduled for Action/Information



Agenda Reference:

E. Receive Input from Non-Brown Act Subcommittee Regarding Budget

9. Items Scheduled for Action/Information



Concern/Correction:

Brown Act generally applies to subsidiary committees:

Commissions, committees and boards or other bodies of a local agency, whether permanent or temporary, decision-making or advisory, created by ordinance, resolution or formal action of the body are subject to the Act.

9. Items Scheduled for Action/Information



Concern/Correction (Part 2):

Exceptions to the General Rule for Committees:

Advisory committees, composed solely of the members of the Board that are less than a quorum of the Board are not subject to the Act unless it is a standing committee which has a continuing subject matter jurisdiction or a meeting schedule fixed by ordinance, resolution or formal action of the body.



10. Closed Session

Agenda Reference:

A. Layoffs



10. Closed Session

Concern/Correction:

Layoffs are about positions not specific personnel, and closed session for personnel items must be related to a specific employee or applicant for employment.

10. Closed Session



Agenda Reference:

B. Personnel



10. Closed Session

Concern/Correction:

This description is not specific enough and does not comport with the Act's Safe Harbor closed session language.

10. Closed Session



Agenda Reference:

C. Public Employee: Performance Evaluation

V. Closed Session



Concern/Correction:

The Act requires the agenda item to indicate the title of the position to be evaluated.

10. Closed Session



Agenda Reference:

D. Conference with Legal Counsel – Pending Litigation

10. Closed Session



Concern/Correction:

If the Board is meeting with its legal counsel regarding pending litigation, the agenda item must include a specific reference to the case (i.e. case name, claim number, etc.).

10. Closed Session



Agenda Reference:

E. Approval of Executive Director Contract

10. Closed Session



Concern/Correction:

The School cannot approve an educational executive contract at a special meeting.



10. Closed Session

Agenda Reference:

F. Contract Between School and Independent Contractor for Accounting Services



10. Closed Session

Concern/Correction:

This item is not appropriate for closed session because an independent contractor is not an employee.



10. Closed Session

Agenda Reference:

G. Consideration of Student Expulsion



10. Closed Session

Concern/Correction:

This item is not covered in the Brown Act but authorized by the Education Code specifically and protected by state and federal law and constitutions.



10. Closed Session

Agenda Reference:

H. Complaint Against Employee



10. Closed Session

Concern/Correction:

This is an improper heading and raises questions about whether the item is appropriate for the Board, as well as whether proper advance notice to employee was provided.



YOUNG, MINNEY & CORR, LLP

916.646.1400 ■ INFO@MYCHARTERLAW.COM ■ WWW.MYCHARTERLAW.COM



**QUESTIONS AND
RESPONSES**

**THANKS FOR
ATTENDING TODAY!**

SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

591 CAMINO DE LA REINA
SUITE 910
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

Coversheet

Consent Items

Section: V. CONSENT AGENDA ITEMS

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

EL Plan Certification Form 2017-18.pdf

YPICS IX Title Harassment Intimidation Discrim. and Bullying Policy 110617.pdf

YPICS UCP Final 110617 (YKB).pdf

General Complaint Policy and Form 110317 (JAR).pdf

UCP Board Informative 110617.pdf

Recommendation to approve English Learner (EL) Master Plans for BCCS, BCCHS, and MORCS.pdf

2017-2018 Bert_Corona_Middle__EL_Plan YKB revised.pdf

Ltr EL Plan Certification 2017-18.pdf

2017-2018 MORCS ENGLISH LEARNER PLAN YKB revised.pdf

17-18 Bert Corona HS EL Plan YKB Revised.pdf

2017-2018 ENGLISH LEARNER MASTER PLAN CERTIFICATION FORM

DUE: MONDAY, OCTOBER 30, 2017

LAUSD LOC. CODE

CHARTER SCHOOL NAME:

The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students in the attached revised plan and has also address the questions below. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

See attached the current English Learner Master Plan

OR

Our school was using the LAUSD Master Plan, in the meantime, please see attached responses addressing questions 1-6.

Charter School Principal's Name :

Principal's Signature

Date

Certification page and Plan must be submitted via e-mail to: charterschools@lausd.net

ENGLISH LEARNER MASTER PLAN RESPONSES TO QUESTIONS 1 - 6

LAUSD LOC. CODE

CHARTER SCHOOL NAME:

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Certification page and Plan must be submitted via e-mail to: charterschools@lausd.net



Title IX Harassment Intimidation Discrimination, and Bullying Policy

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Yvette King-Berg
(818) 726-8883
ykingberg@ypics.org

Your Rights and Responsibilities Under Title IX

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by Youth Policy Institute Charter Schools (“YPICS”).
- (c) Youth Policy Institute Charter Schools does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate YPICS administrator as to the athletic opportunities offered by YPICS.
- (d) You have the right to apply for athletic scholarships.
- (e) You have the right to receive equitable treatment and benefits in the provision of all of the following:
 - Equipment and supplies.
 - Scheduling of games and practices.
 - Transportation and daily allowances.
 - Access to tutoring.
 - Coaching.
 - Locker rooms.
 - Practice and competitive facilities.
 - Medical and training facilities and services.
 - Publicity.

(f) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.

(g) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or you have a right to follow the school's Uniform Complaint Procedures ("UCP") with opportunity to appeal to the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(h) You have the right to pursue civil remedies if you have been discriminated against.

(i) You have the right to be protected against retaliation if you file a discrimination complaint.

(j) You can find out more information regarding your rights, YPICS's responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
- California Department of Education, Office for Equal Opportunity: <http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
- United States Department of Education, Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>.
- California Department of Education website: <http://www.cde.ca.gov/re/di/eo/complaint.asp>
- YPICS Uniform Complaint Procedures ("UCP") or Title IX/Harassment/Intimidation/Discrimination/Bullying Policy. Please see <http://ypics.org/title-ix-harassment-intimidation-discrimination-and-bullying-policy/> or visit each school's main office for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with YPICS under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first

obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with YPICS under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

**San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102**

**Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov**

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with YPICS, please follow procedures set forth in those policies.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

This Uniform Complaint Policy and Procedures has been adopted by YPI Charter Schools, Inc., which operates Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School (collectively referred to herein as “YPICS”).

YPICS has adopted this policy to comply with applicable federal and state laws and regulations. YPICS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, ancestry, religion, marital status, mental or physical disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If YPICS finds merit in a pupil fees complaint YPICS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by YPICS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula Sections 47606.5 and 47607.3 in the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If YPICS finds merit in a complaint, or if the Superintendent finds merit in an appeal, YPICS shall provide a remedy to the affected pupil.

YPICS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. YPICS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, YPICS will attempt to do so as appropriate. YPICS may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Administrator or designee on a case-by- case basis.

YPICS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure YPICS’ compliance with law:

Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona Charter High School
Ruben Duenas, Executive Administrator rduenas@ypics.org	Kevin Myers, Executive Administrator kmyers@romerocharter.org	Larry Simonsen, Executive Administrator lsimonsen@coronacharter.org
YPI Charter Schools, Inc.		
Yvette King-Berg, Executive Director, ykingberg@ypics.org 10660 White Oak Avenue, Granada Hills, CA 91344 (818) 834-5805		

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the YPICS Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of YPICS’ uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in a YPICS charter school speak a single primary language other than English.

The Executive Director or designee shall make available copies of YPICS uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that YPICS is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal YPICS' decision to the CDE by filing a written appeal within 15 days of receiving YPICS’ decision.

- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that YPICS has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made. Copies of YPICS' uniform complaint procedures are available free of charge.

STEP 1: FILING OF COMPLAINT

Any individual, public agency or organization may file a written complaint of alleged noncompliance by YPICS. A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, YPICS staff shall assist him/her to file the complaint.

STEP 2: MEDIATION

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with all the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging unlawful discrimination, harassment, intimidation or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend YPICS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide YPICS' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her own engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy of the complaint.

YPICS' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: RESPONSE

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of YPICS' investigation and decision, as described in Step #5 below, within sixty (60) days of YPICS' receipt of the complaint.

STEP 5: FINAL WRITTEN DECISION

YPICS' decision shall be in writing and sent to the complainant. YPICS' decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

For all complaints, the decision shall include:

1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal YPICS' decision within fifteen (15) days to the CDE, and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of YPICS' expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with YPICS' decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving YPICS' decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of YPICS' decision.

Upon notification by the CDE that the complainant has appealed YPICS' decision, the Executive Administrator or designee shall forward the following documents to the CDE:

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by YPICS, if not covered by the decision;
4. A copy of the investigation file, including but not limited to all notes, interviews and documents submitted by all parties and gathered by the investigator;
5. A report of any action taken to resolve the complaint;
6. A copy of YPICS' complaint procedures; and
7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by YPICS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which YPICS has not taken action within sixty (60) days of the date the complaint was filed with YPICS.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside YPICS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying arising under state law, however, a complainant shall wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is only applicable if YPICS has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> ESSA/NCLB Programs | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Tobacco Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Lactating Pupils |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Medical Condition | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any YPICS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona Charter High School
Ruben Duenas, Executive Administrator rduenas@ypics.org	Kevin Myers, Executive Administrator kmyers@romerocharter.org	Larry Simonsen, Executive Administrator lsimonsen@coronacharter.org
YPI Charter Schools, Inc.		
Yvette King-Berg, Executive Director, ykingberg@ypics.org 10660 White Oak Avenue, Granada Hills, CA 91344 (818) 834-5805		



GENERAL COMPLAINTS

Youth Policy Institute Charter Schools, Inc., which operates Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School (collectively referred to herein as “YPICS”) has adopted this General Complaint Policy to address concerns about YPICS generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to YPICS’ Anti-Discrimination, Sexual Harassment, Harassment, Discrimination and Bullying Policy Harassment and/or the YPICS Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

INTERNAL COMPLAINTS

(Complaints by Employees against Employees)

This section of the policy is for use when a YPICS employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, YPICS values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS GENERALLY

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about YPICS generally, or a YPICS employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Chair of the Board (only if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of YPICS, the Executive Director may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of YPICS. The decision of the Board shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize YPICS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by YPICS:

Received by: _____ Date: _____



YPI CHARTER SCHOOLS

November 6, 2017

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Review of updated Uniform Complaint Policy and Procedures

BACKGROUND

Many concerns are the responsibility of local educational agencies (LEAs), including the hiring and evaluation of staff, employee relations, selection/provision of textbooks and materials, pupil discipline, provision of core curricula subjects, homework policies and practices, and dress codes and school uniforms. Every county office of education, district, and charter school governing board is required to have established local complaint policies that describe the procedures that must be followed to resolve complaints. Copies of complaint policies and procedures are to be available at county offices of education, district offices, or charter school offices. Many LEAs post their policies and procedures on their Web sites.

Some matters lie within the Uniform Complaint Procedures (UCP) scope. Federal and state laws and regulations specify which programs and issues do. Not all complaints are within the scope of the UCP, even if they involve alleged violations of law.

ANALYSIS

The YPI Charter Schools Uniform Complaint Policy and Procedures was adopted by the FCPS Board on April 26, 2016. The policy and forms have been updated to reflect the move of the YPI Charter School offices to the Granada Hills site, and reviewed to ensure accuracy. The Board is asked to review and share any questions or concerns regarding the policy and documents.

RECOMMENDATION

Recommendation to approve the updates, which includes the specific Executive Administrators, Ruben Duenas, Kevin Myers, and Larry Simonsen for each of the individual school sites.



YPI CHARTER SCHOOLS

November 6, 2017

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve English Learner (EL) Master Plans for BCCS, BCCHS, and MORCS

BACKGROUND

All public school districts and charter public schools in California are required to create an English Learner (EL) Master plan, which provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the district/charter school holds for every classroom. It offers a guide to all staff to ensure that consistent, coherent services are provided to every English Learner (EL), Long-Term English Learner (LTEL), and Reclassified Fluent English Proficient (RFEP) student in each district or charter school.

ANALYSIS

LAUSD charter schools may elect to adopt the District's EL Master Plan, or create their own. The YPI Charter Schools have elected to create their own plans to ensure the unique characteristics of each of the YPICS communities are well served.

RECOMMENDATION

It is recommended that the Board of Directors approve the EL Master Plans for BCCS, BCCHS, and MORCS.



Middle School

ENGLISH LEARNER PLAN (EL)

BCCS' mission is to prepare students for academic success in high school, as well as post-secondary education, prepare students to be responsible and active participants in their community, enable students to become life-long learners.

School Year 2017-2018

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Introduction

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for all students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Bert Corona Charter School (BCCS) personnel, teachers, staff, and administrators are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such

modifications meet the standards set by our governing board and are consistent with state and federal law. All responsible personnel of BCCS are to fully implement this EL Master Plan; failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

We believe in the potential of our students.

We believe all students must have equal access to a high quality education.

We believe and acknowledge that English Learner (EL) students have a rich language and

cultural background that provides a strong foundation for learning.

We hold that knowledge is not language-based.

We acknowledge that academic proficiency in the English Language is necessary for

educational and professional success.

Based on these beliefs, BCCS addresses the needs of its EL students, grades 6 through 8th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in BCCS.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. All EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

GOALS FOR ENGLISH LEARNERS PROGRAM

Bert Corona Charter School (BCCS) will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each EL student’s progress toward English language proficiency, through the use of ELD portfolios.
- Use of Success For All to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading and Block and the Rosetta Stone Program. Further receiving support with the use of Duolingo.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. BCCS receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMAO’s	Measureable Goals
Progress in learning English <ul style="list-style-type: none"> • Increase one proficiency level • Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. 	<ul style="list-style-type: none"> • Administer the CELDT to ascertain the level of proficiency. • Conduct analysis of EL’s using ELSSA. • Identify factors that contribute to meeting or not meeting AMAO’s. • Use BCCS’ English Learner Plan of Action- Visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.

<p>Academic targets in English-language arts and mathematics AYP-</p> <ul style="list-style-type: none"> • Participation Rate • Percentage Proficient or Above 	<p>Monitor and assist that EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>
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- d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC provides leadership for our EL students.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- All English Learners will master the English language as efficiently and effectively as possible.
- All English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children’s education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

Essential Elements for English Learner Programs

In order to create the necessary conditions for English Learners to achieve at higher levels BCCS will implement the following essential elements.

Learning Environment

English Learners at BCCS will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Curriculum

English Learners will have access to a challenging, well-articulated curriculum which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to California Department of Education State and BCCS' standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students' families and their communities.

Instructional Resource

Success for All (SFA)

BACKGROUND

1. Where are Success for All Foundation programs used? Success for All Foundation (SFAF) programs are implemented in more than 1500 schools in over 500 districts in 48

states in all parts of the United States, Guam, and the Virgin Islands. Versions of the model are also used in other countries, including England, Israel, Canada, Mexico, and Australia.

2. What are the results? The Success for All (SFA) reading program has been evaluated in 47 experimental-control studies, carried out by researchers at many research institutions in addition to those completed by Johns Hopkins University researchers. Seventeen of these were done by researchers at Johns Hopkins University, and 30 were done elsewhere. In each, matched SFA and control schools have been compared on individually administered reading scales and/or state accountability measures, as well as other outcomes. The results have almost always favored SFA. In average grade equivalents on individually-administered measures such as the Woodcock Reading Mastery Test, SFA students perform approximately three months ahead of comparison students by the end of first grade, and more than a year ahead by fifth grade. Effects are particularly strong for students who are most at risk, those in the lowest 25% of their grades. Effects of the Spanish version of SFA have also been strong. SFA has produced substantial reductions in retentions and special education referrals and placements.

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

The American Institute of Research, in a review commissioned by the AFT, NEA, NAESP, NASSP and AASA, found that of 24 whole-school reform programs, only SFA and Direct Instruction meet the highest standards for evidence of positive impacts in rigorous studies. This report can be obtained from the AASA website www.aasa.org.

For a summary of research on Success for All, the following article can be found under Research/Results on this website.

Slavin, R. E. & Madden, N. A. (2003). *Success for All / Roots & Wings: Summary of research on achievement outcomes*. Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk

9. Why does Success for All use homogeneous grouping across grades? The grouping strategy used in SFA reading is the Joplin Plan, cross-grade grouping according to reading performance level. The Joplin Plan has been extensively studied over the years and has been found to be effective. It is often confused with tracking or ability grouping,

which causes some educators to oppose it on philosophical grounds. However, the Joplin Plan is quite different. First, because it involves cross-grade grouping, there is no "high class" or "low class"; all classes (except the lowest-performing first grades) have high, average, and low achievers. Because groupings are revised every eight weeks, students are not relegated forever to a "track" from which it is difficult to move. In fact, because low achievers are likely to receive tutoring services, they are expected to move over time to higher-performing groups. The Joplin Plan creates groups all at one instructional level, enabling teachers to move at a very rapid pace. It avoids the need to have multiple reading groups within the class, a practice that forces teachers to assign much more seatwork than necessary and which may have a stigmatizing effect at least as great as that in the Joplin Plan. Since every child in grades 1-6 is regrouped into a reading class, low achievers do not feel singled out, as they might be in a low reading group within a single class. Finally, regrouping children into a larger number of classes, making use of additional teachers (because tutors and other certified teachers teach a reading class), helps schools reduce class sizes for reading.

10. Does research on Success for All find positive impacts on the achievement of English language learners? Six longitudinal studies have been done to evaluate the impact of SFA on the achievement of English language learners. Three have involved the Spanish bilingual program (Lee Conmigo), and three have involved the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

Slavin, R.E. & Cheung, A. (2003). Effective reading programs for English language learners: A best-evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

All of the studies found consistently higher achievement in SFA schools than in matched control schools in first grades, and these effects generally maintained in later years. One of the bilingual studies followed children long enough to see a transfer from superior performance in Spanish to superior performance in English. Another found a sharp increase in the number of children ready for early transition to English instruction.

11. Are the Success for All English reading materials appropriate for English language learners? Additional training and supplementary materials have been developed to help all teachers succeed with English language learners. These materials have been successfully used with thousands of English language learners throughout the U.S. The materials themselves, by providing a step-by-step phonetic structure and a strong emphasis on oral language development, help English language learners develop their reading skills at the same time as their English language skills are developing. Classroom teachers are given ESL strategies, such as Total Physical Response and use of realia, to help ESL children gain the vocabulary necessary to comprehend the English materials. ESL teachers are given strategies for integrating with the reading instruction, including pre-teaching of vocabulary that will be in the books. In fact, because of the consistent materials and strategies taught across the school, it is easier in a SFA school to maintain close articulation between ESL and classroom reading strategies.

12. How does Success for All impact children with special needs? The main focus of SFA with respect to children with special needs is prevention, especially for children with learning disabilities or at risk for learning disabilities. The idea, called "neverstreaming", is to provide children with effective preschool and kindergarten programs, beginning reading programs, and family support programs, plus one-to-one tutoring or other special adaptations if needed, to ensure that students are successful in the first place and are never referred to special education. What special education program is more effective for children with learning disabilities than well-structured instruction, one-to-one tutoring, and extensive family support programs? Four studies of the special education-related outcomes of SFA have found reductions in special education placements of from one-half to three-quarters, as well as increased achievement among children who already have IEP's for learning disabilities.

For children who have more serious learning disabilities or other academic limitations, SFA advocates a policy of full inclusion. These children are typically assessed, placed in appropriate reading groups, tutored if necessary (usually by a special education teacher), and otherwise treated the same as other children, with appropriate adaptations to their unique needs. There is no research on this at present, but we have heard numerous reports of success of SFA with children with Down's Syndrome, severe auditory disabilities, and other disabilities, as well as for children with various behavioral disabilities.

For a summary of research on the special education aspects of Success for All, please see the following article (available on this website under Research/Results).

Slavin, R.E. (1996). Neverstreaming: Preventing learning disabilities. *Educational Leadership*, 53 (5), 4-7.

English Learners will have equal access to a broad range of high quality, standards aligned instructional resources in English and their home language that facilitate access to the core curriculum. These resources will include print, audio, visual, graphic, and electronic materials that provide models of authentic language use, including academic language.

Family and Community Engagement

BCCS promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school

communication. Secondly, they recruit and organize family/community to support parents in their BCCS policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

Staffing and Professional Development

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, BCCS is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending BCCS has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades 6-through 8. The ELF contains the following:

1. CELDT Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION (CCR-EL4)

Initial Identification

EL4 BCCS has properly identified, assessed, and reported all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at BCCS.

Schools in California are required, at the time of the student's enrollment into BCCS to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). [See Form A in Appendix] When enrolling a student at BCCS, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in BCCS. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Development Test (CELDT), the state approved instrument for testing English language proficiency, is used for this purpose. The CELDT assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the CELDT are designated initially as fluent English Proficient and placed in the appropriate language program. This assessment instrument is now transitioning into the English Language Proficiency Assessment for California (ELPAC).

BCCS shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the

same extent as other parents. The Table below shows the California Department of Education recommended Transition Plan.

California Department of Education CELDT to ELPAC Transition Plan

Assessment Type	2015–16	2016–17	2017–18	2018–19
ELPAC Pilot Testing	December 2015 ¹	N/A	N/A	N/A
Field Test Administration (No scores reported)	N/A	ELPAC ² Summative (Spring 2017)	ELPAC ³ Initial (Fall 2017)	N/A
Operational Administrations (scores reported)	CELDT ¹	CELDT ²	CELDT ³ Initial only ELPAC ⁴ Summative (Spring 2018)	ELPAC ⁵ Initial (July 1, 2018) ELPAC ⁶ Operational (Initial and Summative)

Cde. ca.gov ELPAC 2017

¹ In 2015–16, the CELDT will be administered as usual. Pilot testing for the ELPAC will occur in December 2015. The purpose of the pilot is to ensure that new task types planned for the ELPAC elicit useful information about language proficiency, as described in the 2012 California English Language Development Standards.

² In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment field test. The purpose of each ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.

³ In 2017–18, the CELDT will be administered for the purpose of initial identification only from July 1, 2017 to June 30, 2018. In fall 2017, field testing for the ELPAC Initial Assessment will occur.

⁴ In spring 2018, the ELPAC Summative Assessment will be operational.

⁵ On July 1, 2018, the ELPAC Initial Assessment will be operational.

⁶ In 2018–19, the ELPAC assessments will be fully operational, and the CELDT will no longer be administered.

BCCS implements the LAUSD's English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

BCCS identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure

their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
 2. What language does this student most frequently use at home?
 3. What language do you use most frequently to speak to this student?
 4. Which language is most often used by the adults at home?
- (see page 6 of the LAUSD's EL Master Plan)

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early

Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (1) based on sound educational theory;
- (2) adequately supported with trained teachers and appropriate materials and resources; and
- (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

BCCS provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency

Bert Corona High School will use the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years of this renewal in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

BCCS implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.

2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, **BCCS** will implement the follow actions when planning instruction for English Language Learners.

Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>

<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

Process and specific criteria for EL reclassification

On an annual basis (on or about October 1), **BCCS** shall submit a certification to the California Department of Education that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan which encompasses the following:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Common Core State Standards Test Smarter Balanced in English-language arts
- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions

- a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The California English Language Development Test (CELDT) and ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
 3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

BCCS addresses student’s linguistic diversity with a positive, additive orientation. **BCCS** affirms, welcomes and responds to our students’ diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

BCCS will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. **BCCS** teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Bert Corona High School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

Reclassification

The California State Board of Education's Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

As stated **BCCS** continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the re-designation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. The Every Student Succeed Act requires a development of a *Local Education Plan*. Bert Corona High School Charter School is following and adhering to the California State Standards and as outlined in **LAUSD's EL Master Plan** for English Learners. Further an assessment of the student's primary language literacy level as well as math skill will be used to determine the student's English level, and used as a basis for English Language Development.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the CELDT, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c BCCS has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. BCCS uses the Idea Proficiency Test (IPT) in Spanish a state approved assessment, for this purpose. The IPT is administered by a trained fluent speaker of the student's primary language. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

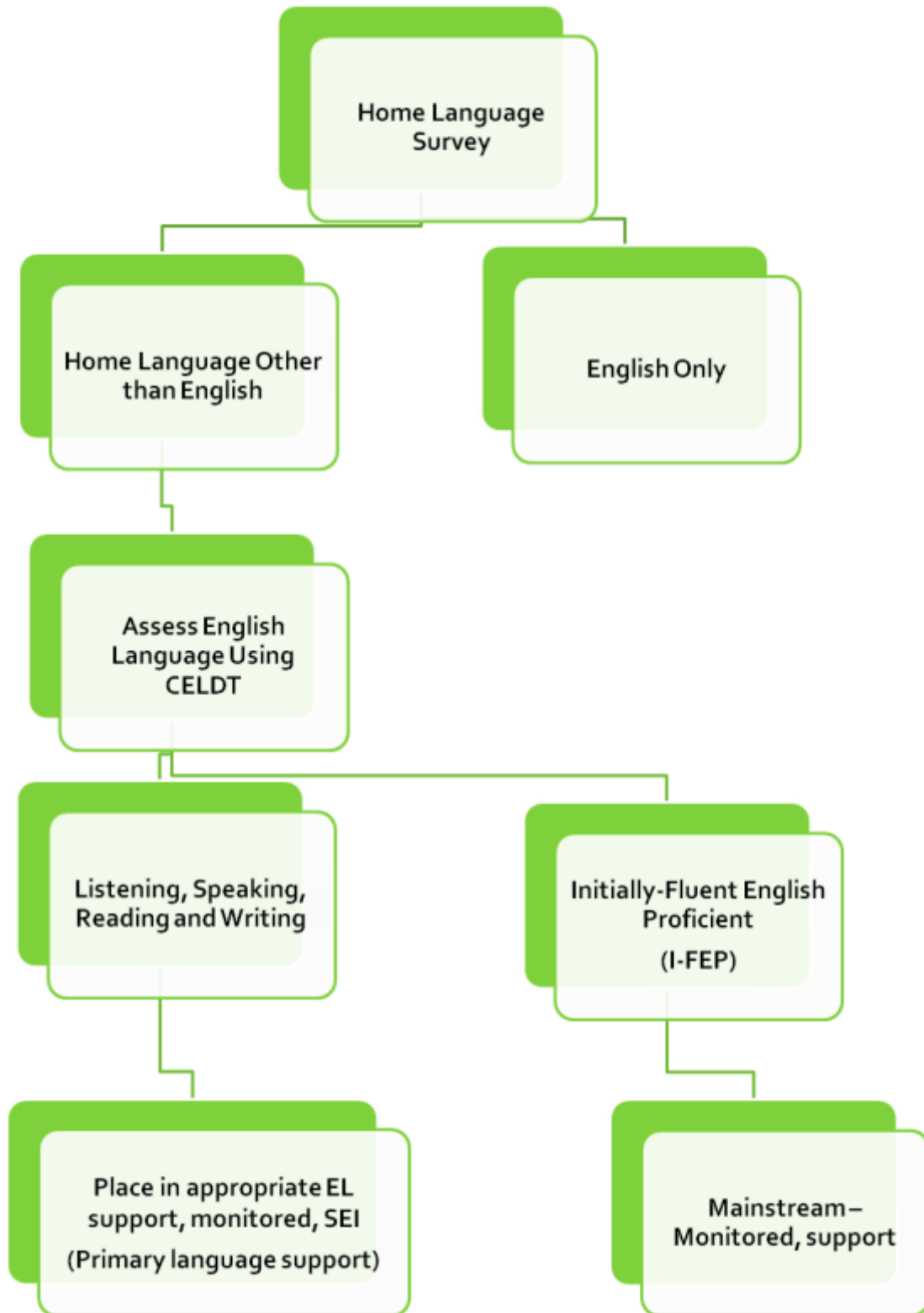
EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in grades 6 through 8, the school will record the results into BCCS's database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1
Assessment for Initial identification and Program Placement



The instruction for BCCS' English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of an English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs [CCR-EL3]

Instructional Programs

EL3 BCCS is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. BCCS provides additional and appropriate educational services to English learners in grades 6 through 8 in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the BCCS's average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting BCCS' content and performance standards for their respective grade levels in core curricular areas. BCCS may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. BCCS may choose to concentrate first on teaching English so long as BCCS' subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. BCCS has a plan that describes any academic deficits will be monitored and remedied.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at CELDT Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* -

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- | | |
|---|-------------------------------|
| 1) modeling | 7) bridging |
| 2) contextualizing | 8) building schema |
| 3) reframing | 9) developing metacognition |
| 4) checking for comprehension | 10) monitoring/assessing |
| 5) questioning | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting |

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)

The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

BCCS makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction which gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.

- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the BCCS adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD, Hughes or in-training. In grades 6 through 8 students are grouped according to their level of English proficiency, for 45 minutes as determined by the CELDT and other local ELD assessments students are provided ELD instruction per day at CELDT levels 1 and 2, and at CELDT Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities which promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at CELDT levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for CELDT level 3. A math and reading laboratory will be provided in Home room to support student advisement, and supplemental support.

However, for some CELDT 3s, and for CELDT 4s and 5s, ELD instruction may be provided within sheltered or even “mainstream” English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

- a. The ELA teacher knows the CELDT levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond CELDT
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
- e. The teacher and students can identify which ELD Standards are being taught.
- f. The right materials for ELD are available and used.
- g. The teacher has evidence (see “c”, above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using BCCS's-adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 9-11, students are provided 1 period of ELD instruction per day at CELDT Levels 1 and 2, and at CELDT Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is "overwhelmingly" in English using SDAIE methodology.

Local Educational Plan (LEA) Component Performance Goal 2

All Limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>4. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>5. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>6. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ■ meeting the annual measurable achievement objectives described in Section 3122; ■ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ■ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>7. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b BCCS will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> ▲ Ongoing measurement of each LEP student's progress toward English language proficiency, through the use of ELD portfolios. ▲ Use of Success for All to assist LEP students. ▲ Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. ▲ Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. BCCS receives Title III funds that are reviewed each year, as required under the ESSA, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <p>AMAO's</p> <p>Progress in Learning English</p> <ul style="list-style-type: none"> ▲ Increase One Proficiency Level ▲ Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. ▲ English Proficient levels are expected to maintain that level. <p>Progress in the percentage of students who become proficient in English.</p> <p>Academic targets in English-language arts and mathematics</p> <p>AYP.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above <p>d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</p> <p>Measurable Goals</p> <ul style="list-style-type: none"> ▲ Administer the CELDT/ELPAC to ascertain the level of proficiency. ▲ Conduct analysis of EL's using ELSSA. ▲ Identify factors that contribute to meeting or not meeting AMAO's. ▲ Use BCCS English Learner Plan of Action- Visited yearly and/or on an ongoing basis. ▲ Work with teachers, parents and staff to provide services. <p>Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.</p> <p>Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Description of how the LEA is meeting or plans to meet this requirement.

- F 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - 8. Describe the programs and activities to be developed, implemented, and administered under the sub grant;
 - 9. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;
 - 10. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 - 11. Describe how the LEA will promote parental and community participation in LEP programs.

- 2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).
 The effectiveness of the LEP programs will be determined by the increase in:
 - English proficiency; and
 - Academic achievement in the core academic subjects

BCCS will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:

- 1. Ongoing measurement of each LEP (English Learner/EL) student's progress toward English language proficiency, through the use of ELD portfolios.
 - 2. Use of CA Common Core ELD materials to assist EL students.
 - 3. . Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
 - 4. Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.
 - 5. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.
-
- 1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.
 - 2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

Required
Activities

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
 - a. designed to improve the instruction and assessment of LEP children;
 - b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
 - c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
 - d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

Description of how the LEA is meeting or plans to meet this requirement.

1. The Principal and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English language proficiency and their mastery of content standards.
2. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No No No	If yes, describe:
Description of how the LEA is meeting or plans to meet this requirement.			
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: BCCS will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.

6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: <ul style="list-style-type: none">^ Explicit Direct Instruction (EDI) will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced assessment.^ An ELD based writing program will be implemented school-wide. (In progress)^ The SDAIE/SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.
7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: <ol style="list-style-type: none">1. Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.2. The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.

Allowable Activities		Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families</p> <p>–</p> <ul style="list-style-type: none"> ▲ To improve English language skills of LEP children; and ▲ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p>	<p>If yes, describe:</p> <ol style="list-style-type: none"> 1. Bert Corona Middle School will invite parents to the Parent Advisory Committee equivalent to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Principal regarding the school's ELD program. 2. The PAC, in conjunction with the designated ELD coordinator, will hold parent-training session on how to best support their child's instruction at home.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Yes or No Yes</p>	<p>If yes, describe</p> <p>The school will be purchasing language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents

Description of how the LEA is meeting or plans to meet this requirement.

Required Activity

1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
 the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
 the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
 the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our Parent/Student Orientations held in June and July, September Back to School Night. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.

Description of how the LEA is meeting or plans to meet this requirement.

Required Activity

information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our September Open House.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

EL families will be provided with: 1) regular, periodic information about their child's academic progress at school, 2) their child's progress in acquiring English as measured by the CELDT/ELPAC, 3) their child's progress in meeting California standards in academic subjects as measured by the Smarter Balanced Assessment in English Language Arts.

Expanded Program (Grades 6-8)

The Instructional program for high school students enrolling with CELDT scores at levels 1 or 2, will consist of a 5 to 6 year program and/or a modified program.

Year	Criteria	CELDT Score	Smarter Balanced English Language Arts	Grade English Language Arts	Teacher Recommendation

ENGLISH LEARNERS (EL's)

BCCS will administer the California English Language Development Test (**CELDT**) initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language as other than English and for those students who have no record of English language development assessment results. BCCS will also administer the **CELDT** annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education ELD Standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Reclassification

The California State Board of Education's Reclassification Guidelines for English Learners

5. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
6. Assessment of English Proficiency
7. Teacher evaluation of student academic performance
8. Parent opinion and consultation

As stated BCCS continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the re-designation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

Goals for ELs are :

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of BCCS's Charter School and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option

Time Frame: September 2017 through June 30, 2018

Implementation Target Date: September 1, 2017

- Integration of the English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, Success For All, Voyager, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Lead Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress

Time Frame: September 2016 through June 30, 2018

Implementation target date: September 1, 2016

- Action Research: Survey Levels of Use (LOU)
- Literacy Coach will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Stage 3: Implement Structured English Immersion Service Option

Time Frame: September 2016 through June 30, 2018

Implementation target date: September 1, 2017

- Staff development for implementing Structured English immersion (SEI) Service Option for content course subjects.
- Hire teachers specifically for SEI classes.
- Implement SEI setting for content course subjects
- Monitor and follow-up on annual California English Language Development Test (CELDT/ELPAC), Smarter Balance English Learners results
- Staff development for teachers to incorporate math ELD program
- Implement other features of ELD program for specifically in the area of mathematics

Table 1.3

Training Component	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, SFA, Voyager and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation	Power Point Presentation on English Lerner Program	Professional trainer will conduct workshop on using the assessment	Current EMI teachers will conduct an ELD lesson, focusing on ELD strategies.
Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants groups	Facilitator will provide coaching to participants groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on CELDT/ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are :

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- Annual Standardized Testing and Reporting Smarter Balanced
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- CELDT/ELPAC

In addition, BCCS will work during the 2017-2018 school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section

The LAUSD ELD Handbook will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development . This will allow our teachers to become qualified to train other teachers during in-service professional development.

BCCS teachers also participate in BTSA professional development, or the like provided via staff development or university training .

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ **Data**
Source _____

CEL.DT/ELPAC. Proficiency Level English Language Date:

Early Advance Advance Development Standards Initials: _____

Teacher Observation SOLOM Date: _____
19 points or higher
Total Points: _____ Initials: _____

English/Language Arts Approved California Smarter Balanced Score:
_____ Standards Test
Basic or Above

Report Card Grades _____ "C" or better
English/Language Arts: _____
(Equivalent to "C"
average)

Parent Notification Telephone Date: _____ Conference Date: _____

Letter Sent: _____
Follow-Up Dates 30 _____

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th

Quarter: _____

Alternate Reclassification Date: _____

Reclassification

Approved Reclassification Denied *(See inside folder for rationale)

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____

Teacher: _____

Assessment Requirement _____ **Data**
Source _____

C.E.L.D. T. Proficiency Level _____ English Language _____ Date: _____

Early Advance Advance Development Standards Initials: _____

Teacher Observation _____ SOLOM _____ Date: _____

19 points or higher _____
Total Points: _____ Initials: _____

English/Language Arts _____ Approved Smarter Balanced Score: _
Basic or Above _____ Standards Test

Report Card Grades _____ "3" or better
English/Language Arts: _____

Parent Notification _____ Telephone Date: _____ Conference
Date: _____

Letter Sent: _____
Follow-Up Dates _____ 30 _____

1st Quarter: _____ **2nd Quarter:** _____ **3rd Quarter:** _____ **4th**

Quarter: _____

Alternate Reclassification **Date:** _____

Reclassification

Approved **Reclassification Denied** ***(See inside folder for rationale)**

Reclassification Form for English Learners

Student Name: _____ Birthday: _____

Date of ELAC Meeting: _____ Grade: _____

Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2. CELDT/ELPAC – Overall Proficiency			4 or 5
3. CELDT/ELPAC – Listening			3, 4, or 5
4. CELDT/ELPAC – Speaking			3, 4, or 5
5. CELDT/ELPAC - Reading			3, 4, or 5
6. CELDT/ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

Reclassification Committee Recommendation: Yes No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

Action Taken:

_____ Student meets the district’s reclassification criteria.

_____ Student does not meet the district’s reclassification criteria.

Comments:

Principal’s Signature: _____

Committee’s Signature: _____

Teacher’s Signature: _____

Parent’s Signature: _____ Date: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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Director, Charter Schools Division

October 12, 2017

SUBJECT: MASTER PLAN FOR ENGLISH LEARNERS: APPROPRIATE INSTRUCTION AND SERVICES FOR ENGLISH LEARNERS (EL) – DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT (ELD):

Dear Charter School Leaders,

The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each EL that is designed and implemented to overcome language barriers and provide access to the core curriculum. (See *Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). As part of a comprehensive and compliant ELD instructional program, charter schools are expected to implement an integrated and designated ELD instructional program for all ELs. The California Department of Education (CDE) has provided numerous communications and resources to support all public schools in this endeavor, including but not limited to: 1) [Dear Colleague Letter](#); 2) [ELA/ELD Framework](#); 3) [Designated and Integrated ELD](#); and, 4) [Reminder of Legal Obligations to ELs](#).

As shared by CDE in the [Reminder of Legal Obligations to English Learners](#) from Dr. Veronica Aguila, Assistant Superintendent/Division Director on August 30, 2016, “The CDE is informing administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.” We ask that each charter school reflect on the academic achievement, and record of performance of their EL subgroup as well as their Long-Term English Learners (LTELs).

The following questions, though not exhaustive, should be used to evaluate whether the school’s integrated and designated ELD instructional programs are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students:

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you’ve evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?

6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Please review the school's current English Learner Master Plan and revise it as necessary to address these important components. Ensure that the school's Master Plan updates any obsolete information; for example, some plans still refer to the CAHSEE or CST as one of the measures for reclassification criteria. For schools that were using the LAUSD's Master Plan, please submit a written response to questions 1-6 above.

School's updated plan with the attached certification or school's response to questions 1-6 above (Only for schools who were utilizing the District's Master Plan) with attached certification must be submitted no later than Monday, October 30, 2017 via e-mail to the charterschools@lausd.net.

Sincerely,



José Cole-Gutiérrez
Director, Charter Schools Division

Certification page and Plan must be submitted via e-mail to: charterschools@lausd.net



**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

ENGLISH LEARNER PLAN (EL)

MISSION

The mission of **Monseñor Oscar Romero Charter** is to:

- Prepare students for academic success in high school, as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

Students at **Monseñor Oscar Romero Charter** will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Monseñor Oscar Romero Charter** will be:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

School Year 2017-2018

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Introduction

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At **Monseñor Oscar Romero Charter** we value and promote 21st Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that **Monseñor Oscar Romero Charter** endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The **Monseñor Oscar Romero Charter** believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

Monseñor Oscar Romero Charter further supports and provides language enrichment through the International Baccalaureate Program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs; which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Monseñor Oscar Romero Charter personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of **Monseñor Oscar Romero Charter** are to fully implement this *EL Master Plan*; failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

We believe in the potential of our students.

*We believe **ALL** students must have equal access to a high quality education.*

We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.

We hold that knowledge is not language-based.

We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.

Based on these beliefs, **Monseñor Oscar Romero Charter** addresses the needs of its EL students, grades 6th through 8th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in **Monseñor Oscar Romero Charter**.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.

- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

Goals For English Learners Program

Monseñor Oscar Romero Charter will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student’s progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and Specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the **Success For All Reading Block with the Rosetta Stone Program**. Further during SFA and Electives we are providing targeted language support through small group instruction and the use of Duolingo.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. **Monseñor Oscar Romero Charter** will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMAO's	Measurable Goals
Progress in learning English <ul style="list-style-type: none"> • Increase one proficiency level • Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level or better. • English Proficient levels are expected to maintain that level. 	<ul style="list-style-type: none"> • Administer the CELDT/ELPAC to ascertain the level of proficiency. • Conduct analysis of EL's using ELSSA. • Identify factors that contribute to meeting or not meeting AMAO's. • Use Monseñor Oscar Romero Charter English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.

<p>Academic targets in English-language arts and mathematics AYP- (Suspended by CDE 2016)</p> <ul style="list-style-type: none"> • Participation Rate • Percentage Proficient or Above 	<p>Monitor and assist that EL meet academic targets in English Language Arts.</p>
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Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in gifted and talented programming, and other programs such as Helping Young People Excel (HYPE). HYPE provides our students with the guidance and resources to qualify for admission at elite college-prep independent high schools and for Advance Placement programs in public schools. HYPE provides a blend of intense programming and services to help students access and succeed in high school and beyond. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children’s education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation

- Social and environmental responsibility.

Essential Elements for English Learner Programs

In order to create the necessary conditions for English Learners to achieve at higher levels **Monseñor Oscar Romero Charter** will implement the following essential elements.

Learning Environment

English Learners at **Monseñor Oscar Romero Charter** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Curriculum

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and **Monseñor Oscar Romero Charter** standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

Instructional Resource

I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 6th-8th, **Monseñor Oscar Romero Charter** will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they

Read, analyze, interpret, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;

- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. ELA/ELD curricula should be well designed, comprehensive, and integrated. Effective teaching is essential to student success. Motivation and engagement play crucial roles in learning.

BACKGROUND

Family and Community Engagement

Monseñor Oscar Romero Charter promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments that support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their **Monseñor Oscar Romero Charter** policy as well as the decision-making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

Staffing and Professional Development

Based on a clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners,

Monseñor Oscar Romero Charter is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending **Monseñor Oscar Romero Charter** has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 6th -through 8th. The ELF contains the following:

1. CELDT/ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION (CCR-EL4)

Initial Identification

EL4 **Monseñor Oscar Romero Charter** will properly have identified, assessed, and reported all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at **Monseñor Oscar Romero Charter**.

Schools in California are required, at the time of the student's enrollment into **Monseñor Oscar Romero Charter** to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). [See Form A in Appendix. When enrolling a student at **Monseñor Oscar Romero Charter**, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in **Monseñor Oscar Romero Charter**. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Development Test (CELDT) or selected ELPAC assessment, the state approved instrument for testing English language proficiency, is used for this purpose. The CELDT/ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early

Advanced or Advanced levels on the CELDT/ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the CELDT/ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c **Monseñor Oscar Romero Charter** has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

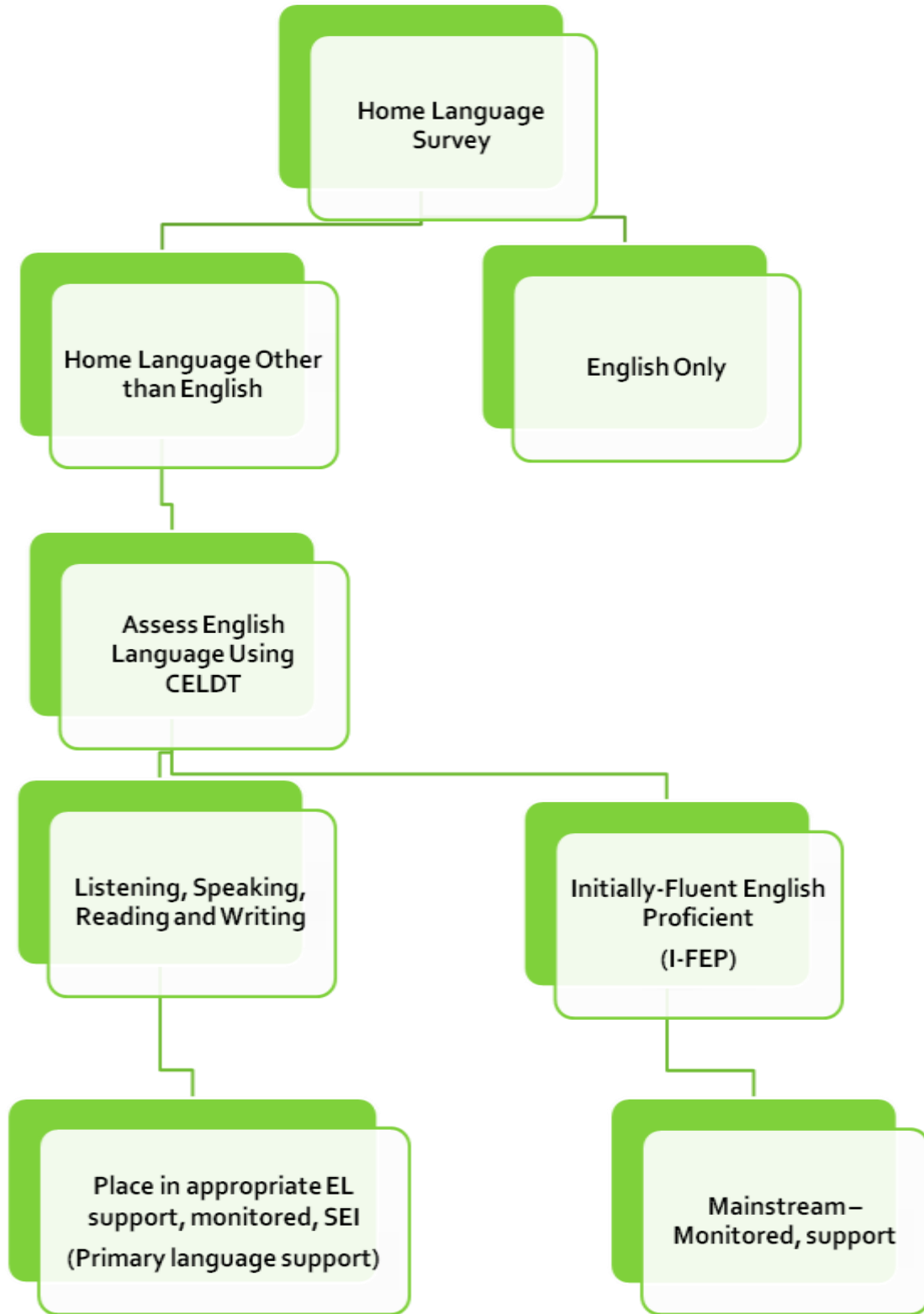
EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in grades 6th through 8th, the school will record the results into **Monseñor Oscar Romero Charter** database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1 **Assessment for Initial identification and Program Placement**



The instruction for **Monseñor Oscar Romero Charter** English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs [CCR-EL3]

Instructional Programs

EL3 **Monseñor Oscar Romero Charter** is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. **Monseñor Oscar Romero Charter** provides additional and appropriate educational services to English learners in grades 6th through 8th in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the **Monseñor Oscar Romero Charter** average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting **Monseñor Oscar Romero Charter** content and performance standards for their respective grade levels in core curricular areas. **Monseñor Oscar Romero Charter** may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. **Monseñor Oscar Romero Charter** may choose to concentrate first on teaching English so long as **Monseñor Oscar Romero Charter** subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. **Monseñor Oscar Romero Charter** has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at CELDT/ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* -

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- | | |
|---|-------------------------------|
| 1) modeling | 7) bridging |
| 2) contextualizing | 8) building schema |
| 3) reframing | 9) developing metacognition |
| 4) checking for comprehension | 10) monitoring/assessing |
| 5) questioning | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting |

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)

The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Monseñor Oscar Romero Charter makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction that gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the **Monseñor Oscar Romero Charter** adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in-training. In grades 6th through 8th students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the CELDT/ELPAC and other local ELD assessments students are provided ELD instruction per day at CELDT/ELPAC levels 1 and 2, and at CELDT/ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the CELDT/ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at CELDT/ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for CELDT/ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in **Monseñor Oscar Romero Charter** Advisory, PASS (Passport to Student Success)/Rti to support student advisement, and supplemental support.

However, for some CELDT/ELPAC 3s, and for CELDT/ELPAC 4s and 5s, ELD instruction may be provided within sheltered or even “mainstream” English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

- a. The ELA teacher knows the CELDT/ELPAC levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond CELDT/ELPAC
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is

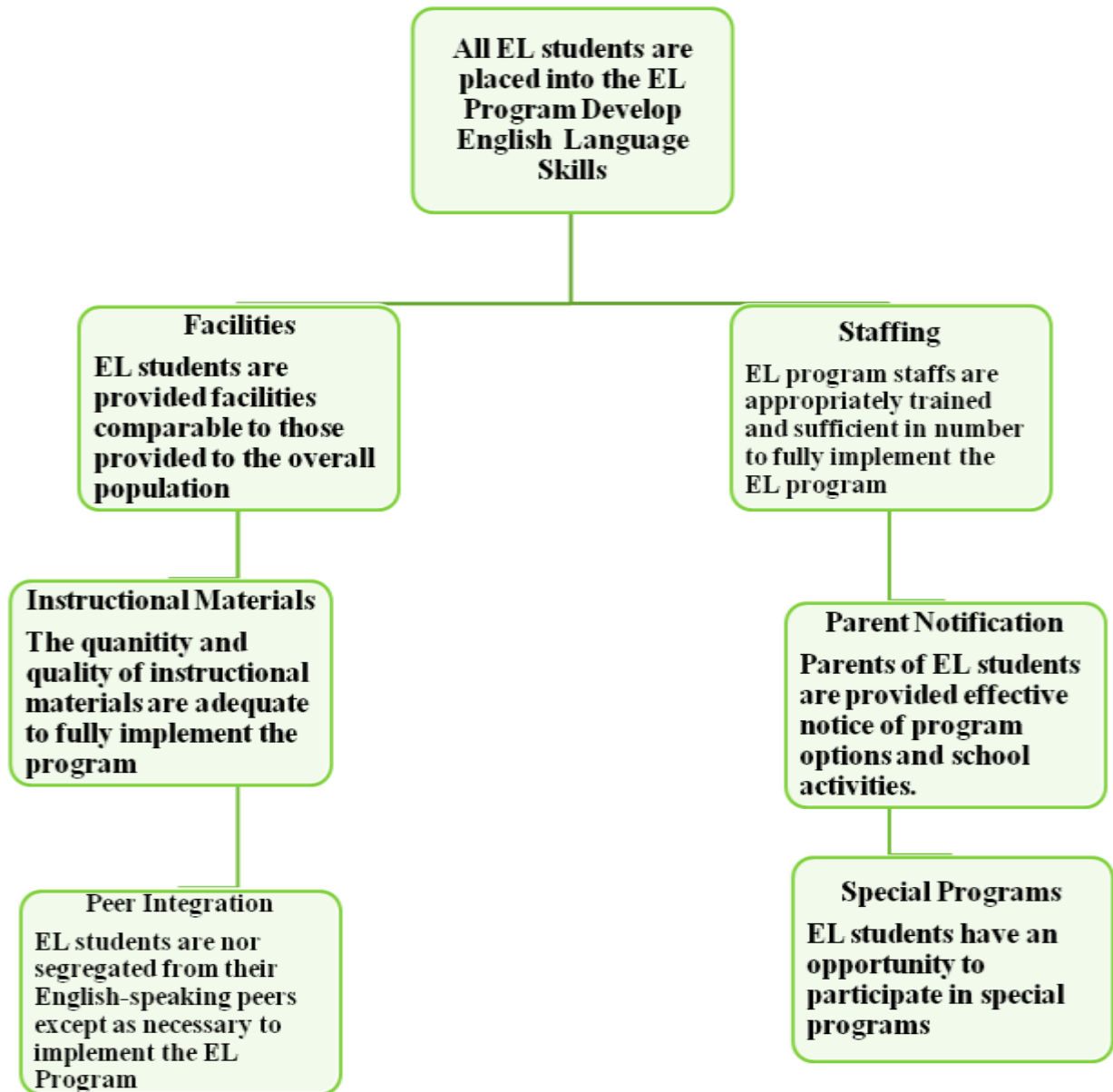
- different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
- e. The teacher and students can identify which ELD Standards are being taught.
 - f. The right materials for ELD are available and used.
 - g. The teacher has evidence (see “c”, above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students’ English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using **Monseñor Oscar Romero Charter**-adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 6-8, students are provided 1 period of ELD instruction per day at CELDT/ELPAC Levels 1 and 2, and at CELDT/ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the CELDT/ELPAC. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is “overwhelmingly” in English using SDAIE methodology.



Expanded Program (Grades 6-8)

The Instructional program for students enrolling with CELDT/ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)

Sample

Year	Criteria	CELDT/ ELPAC Score	Smarter Balance English Language Arts	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

ENGLISH LEARNERS (EL's)

As agreed upon in the **Monseñor Oscar Romero Charter** petition the Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

Monseñor Oscar Romero Charter has administered the California English Language Development Test (**CELDT**) initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language is other than English and for those students who

have no record of English language development assessment results. According to the California State Board of Education California Common Core State Standards English Language Development Standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Monseñor Oscar Romero Charter will use the LAUSD’s English Learner Master Plan for our students and shall administer the CELDT/ELPAC annually. **Monseñor Oscar Romero Charter** shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. The Table below shows the California Department of Education recommended Transition Plan.

California Department of Education CELDT to ELPAC Transition Plan

Assessment Type	2015–16	2016–17	2017–18	2018–19
ELPAC Pilot Testing	December 2015 ¹	N/A	N/A	N/A
Field Test Administration (No scores reported)	N/A	ELPAC ² Summative (Spring 2017)	ELPAC ³ Initial (Fall 2017)	N/A
Operational Administrations (scores reported)	CELDT ¹	CELDT ²	CELDT ³ Initial only ELPAC ⁴ Summative (Spring 2018)	ELPAC ⁵ Initial (July 1, 2018) ELPAC ⁶ Operational (Initial and Summative)

Cde. ca.gov ELPAC 2017

¹ In 2015–16, the CELDT will be administered as usual. Pilot testing for the ELPAC will occur in December 2015. The purpose of the pilot is to ensure that new task types planned for the ELPAC elicit useful information about language proficiency, as described in the 2012 California English Language Development Standards.

² In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment field test. The purpose of each ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.

³ In 2017–18, the CELDT will be administered for the purpose of initial identification only from July 1, 2017 to June 30, 2018. In fall 2017, field testing for the ELPAC Initial Assessment will occur.

⁴ In spring 2018, the ELPAC Summative Assessment will be operational.

⁵ On July 1, 2018, the ELPAC Initial Assessment will be operational.

⁶ In 2018–19, the ELPAC assessments will be fully operational, and the CELDT will no longer be administered.

Monseñor Oscar Romero Charter implements the LAUSD’s English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family’s role in

the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

Monseñor Oscar Romero Charter identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

(see page 6 of the LAUSD's EL Master Plan)

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early

Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (1) based on sound educational theory;
- (2) adequately supported with trained teachers and appropriate materials and resources; and
- (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Monseñor Oscar Romero Charter provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency

Bert Corona High School will use the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years of this renewal in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

Bert Corona High School implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.
3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, **Monseñor Oscar Romero Charter** will implement the follow actions when planning instruction for English Language Learners.

Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>
<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

Process and specific criteria for EL reclassification

On an annual basis (on or about October 1), **Monseñor Oscar Romero Charter** shall submit a certification to the California Department of Education that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan which encompasses the following:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Common Core State Standards Test Smarter Balanced in English-language arts
- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions
 - a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The California English Language Development Test (CELDT) and ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

Monseñor Oscar Romero Charter addresses student's linguistic diversity with a positive, additive orientation. **Monseñor Oscar Romero Charter** affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

Monseñor Oscar Romero Charter will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. Bert Corona High School teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Bert Corona High School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

Reclassification

The California State Board of Education's Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grade or better on core subject of English at grade level.
2. Assessment of English Proficiency
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

As stated **Monseñor Oscar Romero Charter** continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the re-designation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. The Every Student Succeed Act requires a development of a *Local Education Plan*. Bert Corona High School Charter School is following and adhering to the California State Standards and as outlined in **LAUSD’s EL Master Plan** for English Learners. Further an assessment of the student’s primary language literacy level as well as math skill will be used to determine the student’s English level, and used as a basis for English Language Development.

Reclassification

The California State Board of Education’s Reclassification Guidelines for English Learners

5. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
6. Assessment of English Proficiency-CELDT/ELPAC Results, NWEA Maps
7. Teacher evaluation of student academic performance
8. Parent opinion and consultation

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
6-8	<ul style="list-style-type: none"> • CELDT/ELPAC Results (4 or 5 Score) • Smarter Balanced (Standard Met or Standard Exceeded) 	<ul style="list-style-type: none"> • SBAC Interim Assessments • NWEA • Achieve3000 • Other to be adopted 	<ul style="list-style-type: none"> • Grade in English Language Arts Course (C or better) 	<ul style="list-style-type: none"> • Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

As stated **Monseñor Oscar Romero Charter continues** to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT/ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. **Monseñor Oscar Romero Charter** is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of **Monseñor Oscar Romero Charter** and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option

Time Frame: September 2016 through June 30, 2022

Implementation Target Date: September 1, 2016

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress

Time Frame: September 2016 through June 30, 2022

Implementation target date: September 1, 2016

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Executive Administrator, and Student Achievement/Principals will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 1.3

Training Component Professional Development as per California Department of Education	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on CELDT/ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- CELDT/ELPAC

In addition, **Monseñor Oscar Romero Charter** will work during the 2016-2017 school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section
2. English Learners will increase by 3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The California Department of Education's English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

Monseñor Oscar Romero Charter teachers also participate in BTSA professional development, or the like provided via staff development or university training.

A. Professional Development

The development of the faculty and staff is of primary importance to the **Monseñor Oscar Romero Charter** community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken every year to increase professional development for leadership and staff. **Monseñor Oscar Romero Charter** recognizes the importance of being strategic and allocate sufficient funding to ensure ongoing professional development.

B. Continuous Professional Development

A key component of the **Monseñor Oscar Romero Charter** instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support **Monseñor Oscar Romero Charter** has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

The school has adopted an instructional model that focuses on the following strategies:

- Collaborative and project-based learning
- writing to learn in all subjects
- literacy groups during SFA and throughout the day
- questioning strategies; learned in SFA and expected in all instruction.
- scaffolding texts; which is modeled and used throughout the SFA program.
- academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

A main component of the induction process is the **Monseñor Oscar Romero Charter** teacher's summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the **Monseñor Oscar Romero Charter** instructional model and workshops are presented by veteran teachers. In addition, new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All **Monseñor Oscar Romero Charter** teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and

end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards strengthening of instructional strategies.

Monseñor Oscar Romero Charter will provide trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators and staff will participate in the training process to identify activities that will provide:

Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and instructional leadership with educational skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional Staff Development plan is aligned with *Every Student Succeeds Act* (ESSA) legislation will be incorporated in this plan. (Change as per new adoption).

Staff professional development is aimed at closing the achievement gap. Orientation begins two weeks before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other. All teachers attend professional development in-services offered by the administration throughout the school year. Operation check-in meetings are held on Tuesday mornings from 7:30 am until 8:00 am. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. **Monseñor Oscar Romero Charter** Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at **Monseñor Oscar Romero Charter** and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional

development also provides teachers with resources and strategies to collaborate and share their expertise.

D. Collaboration and Integration

Monseñor Oscar Romero Charter also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. **Monseñor Oscar Romero Charter** ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

Monseñor Oscar Romero Charter understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- design standards-based instruction (using the principles of backwards design)
- align appropriate assessments to the standards
- implement instructional activities that are aligned to standards and reflect research-based best practices

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

The traditional backwards design process guides teachers through a three step process:

- internalization and prioritization of the California Common Core Standards
- differentiated assessment methods aligned to prioritized standards and identified learning targets
- innovative, research-based instructional strategies clearly articulating student learning objectives

This process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. At **Monseñor Oscar Romero Charter**, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and Common Core State Standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment.

Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents, and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served. As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

The professional development in preparation will continue to focus on this integration, as a transition period towards a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard DuFour and Robert Eaker.
- Scope and Sequence
- Curriculum will address all state required standards and will utilize:

Monseñor Oscar Romero Charter has incorporated the following recommendations:

- Have uniform standards: **Monseñor Oscar Romero Charter** will have clear and high expectations of all students that fully align with the California Common Core State Standards.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All **Monseñor Oscar Romero Charter** core subject teachers will have an appropriate credential in their subject matter based on

ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the **Monseñor Oscar Romero Charter**.

Program Goals

Monseñor Oscar Romero Charter will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school works relentlessly toward the following program goals:

- Prepare students for academic success in high school as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

These foundational values inform the school's philosophy and the Expected Student Learning Results (ESLRs). The faculty through discussion and collaboration developed the ESLRs. The school leader annually sets academic goals and the ESLRs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and ESLRs have a common thread of setting high expectations for students in academic and personal success.

How Students Become Self-Motivated, Competent, Lifelong Learners

Monseñor Oscar Romero Charter is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. **Monseñor Oscar Romero Charter** continually strives to develop a culture that fosters in student's self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

Leadership

Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State, and or Common Core State Standards (or other content standards in areas in which there are no California State Standards) in achieving high levels of student learning.

Environment

The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

5. Diagnostic assessments that will be used to enable **Monseñor Oscar Romero Charter** to monitor the effects of proposed changes on student performance

A. Monseñor Oscar Romero Charter Assessments

The following is a sample of the kinds of standardized reports available to the school community for analysis:

NWEA MAP is used to generate assessments and provide results for analysis. **Monseñor Oscar Romero Charter** data analysis tools assist teachers to target areas of academic need.

Data Dashboard: Two-page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, NWEA MAP and Smarter Balanced data.

Smarter Balanced Test Results are mailed to our school, and in turn **Monseñor Oscar Romero Charter** will mail individual data results home to the student's parents. Parents and others can also access Smarter Balanced school data by using the California Department of Education website.

Each instructor will review and analyze the Smarter Balanced data with each student and with parents during Parent-Teacher conferences.

Individual Learning Plans are monitored by their Advisory Teacher. Regular meetings (every five weeks) are held with each student, to monitor the student’s academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.

Curriculum Embedded Assessments: quarterly teacher/ department tests.

CELDT/ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

The table below indicates the California Department of Education Comparison of CELDT and ELPAC.

CDE Comparison of CELDT and ELPAC

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels

Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing
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cde.ca.gov-English Learners

The difference between the CELDT and ELPAC is the Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels The ELPAC is aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)

The ELPAC has two parts:

1. Initial Assessment

Bert Corona High School students will take the Initial Assessment if:

- the student has a primary language other than English
- the student has not taken the CELDT or ELPAC before, and
- the student has not been classified before as an English learner.

The Initial Assessment is used to identify students as either an English learner who needs to support to learn English, or as proficient in English. Bert Corona High School students will be given the Initial Assessment within 30 days of when they enroll at the school. Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

2. Summative Assessment

The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment. The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

The ELPAC tests four different area:

- Listening
- Speaking
- Reading
- Writing

Based on demographic and student achievement data, LTELs in LAUSD will be defined as follows:

Long Term English Learners (LTEL) are defined in LAUSD as “those EL students who have completed five full years in U.S. schools (i.e. beginning their sixth year and beyond) without meeting the criteria for reclassification” (English Learner Master Plan, p. 65).

Further identified by the California Department of Education:

California Education Code Section 313.1 Definition of Long-term English Learners (Amended by Stats. 2015, Ch. 660, Sec. 1. Effective January 1, 2016.)

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

Teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student

Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Alert Solution: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

B. State Assessments

As is required by the California Department of Education, students will also participate in the Smarter Balanced and all other mandated accountability programs (CELDT/ELPAC, etc.). **Monseñor Oscar Romero Charter** will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs.

Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

C. Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment*, 3rd ed. 2001. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

In the context of the assessments described above, **Monseñor Oscar Romero Charter** will use the NWEA MAP or other selected tools. These assessments will provide opportunities aligned to Common Core State Standards. The internal system will allow teachers to generate standards-based assessments, and upload and analyze data in real time. Staff will use all parts of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Student interaction with teachers around data is a vital component of **Monseñor Oscar Romero Charter**. The use of NWEA MAP, or selected tools will assist in the qualitative assessment of student growth in relation to the school goal of establishing a college-ready culture.

Diagnostic assessments will be used to enable **Monseñor Oscar Romero Charter** to monitor the effects of proposed changes in student performance.

In addition to Common Core State Standards, **Monseñor Oscar Romero Charter** will use the following collection of methods to assess student progress:

- **DIAGNOSTIC AND CONTENT AREA MASTERY TEST** demonstrates or reflect students' weaknesses and inform teachers of the areas where students need support, allowing for differentiation and intervention. For this goal, the staff is reviewing to adopt an assessment program which is a computerized, adaptive, state aligned assessment program that provides educators with information they can rely on to improve teaching and learning and predict performance on state tests.
- At the present time we are using state recommended textbooks, which are aligned to subject area state standards. We will be adopting new textbooks aligned to Common Core State Standards.
- Unit tests are being used to provide an ongoing view of each student's mastery of subject areas...
- Ensure that benchmarks are set for each subject area. Since **Monseñor Oscar Romero Charter** will have at least one teacher, teaching each course they are aligning curriculum to Common Core State Standards and checking for mastery of content as delivered.

Use of CA Common Core State Standard English Language Arts, English Language Development.

The following assessments will be used during the 2017-2018 school year. **Monseñor Oscar Romero Charter** will use specialists who provide our teachers support on reading assessments, diagnoses, prescription for intervention and remediation and on-going support.

INDIVIDUAL READING LEVEL ASSESSMENT allows teachers to choose appropriate reading materials for students and inform our acquisition of leveled reading libraries. The information from the assessment also assists teachers in diagnosing student's difficulties in reading and creating specific reading interventions for student's needs.

To incorporate and monitor our English Learners in their mastery of English in a timely fashion, assessment will be used as follows: **Monseñor Oscar Romero Charter** has chosen to follow the Common Core State Standards adopted and aligned ELD program. Students will be regularly assessed using NWEA MAP or selected diagnostic and formative assessments. Collecting data should give teachers additional data to better serve EL students' language acquisition and reading needs in particular.

BENCHMARK WRITING ASSESSMENTS allow teachers to diagnose student's writing needs and differentiate instruction based on those needs. Our writing assessments will be used school-wide, contain school-wide prompts and rubrics, and all teachers are involved in the scoring and teaching of the writing genre in focus. The data from the writing assessments will be collected to chart individual and school-wide progress and predict performance on the Smarter Balanced writing assessment.

STUDENT INDIVIDUAL PORTFOLIOS provides each student with the opportunity to demonstrate and reflect upon his or her learning. Teachers at **Monseñor Oscar Romero Charter** have chosen to follow a backwards design model to design relevant units with several performance tasks and benchmarks included. Portfolios that document students' application of those performance assessments and provides important information about students' learning that cannot be easily captured through more traditional methods of assessment. Throughout this process, students will analyze their academic progress, and with a teacher set new short and long term goals for improvement.

EXHIBITIONS OF MASTERY demonstrate student learning of enduring understandings, and allow for project based learning. These authentic performances of understanding will meet the following criteria:

Essential: exhibitions will be focused on the heart of the discipline, not arbitrary,
Enabling: constructed to point students to towards more sophisticated use of their skills and knowledge,

Contextualized and Complex: intellectual challenges that require students to make connections, apply their knowledge to novel situations, and have real-world relevance,

and Feedback and Refinement: include multiple opportunities for students to improve their work based on feedback.

Local Educational Plan (LEA) Component Performance Goal 2

All Limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.		
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>4. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>5. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>6. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ■meeting the annual measurable achievement objectives described in Section 3122; ■making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ■annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>7. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b Monseñor Oscar Romero Charter will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> ▲ Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios. ▲ Use of Success for All to assist LEP students. ▲ Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. ▲ Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Monseñor Oscar Romero Charter receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>AMAO's</p> <p>Progress in Learning English</p> <ul style="list-style-type: none"> ▲ Increase One Proficiency Level ▲ Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. ▲ English Proficient levels are expected to maintain that level. <p>Progress in the percentage of students who become proficient in English.</p> <p>Academic targets in English-language arts and mathematics AYP.</p> <ul style="list-style-type: none"> ●Participation Rate ●Percentage Proficient or Above </td> <td style="width: 50%; vertical-align: top;"> <p>Measurable Goals</p> <ul style="list-style-type: none"> ▲ Administer the CELDT/ELPAC to ascertain the level of proficiency. ▲ Conduct analysis of EL’s using ELSSA. ▲ Identify factors that contribute to meeting or not meeting AMAO’s. ▲ Use Monseñor Oscar Romero Charter English Learner Plan of Action-Visited yearly and/or on an ongoing basis. ▲ Work with teachers, parents and staff to provide services. <p>Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.</p> <p>Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)</p> </td> </tr> </table>	<p>AMAO's</p> <p>Progress in Learning English</p> <ul style="list-style-type: none"> ▲ Increase One Proficiency Level ▲ Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. ▲ English Proficient levels are expected to maintain that level. <p>Progress in the percentage of students who become proficient in English.</p> <p>Academic targets in English-language arts and mathematics AYP.</p> <ul style="list-style-type: none"> ●Participation Rate ●Percentage Proficient or Above 	<p>Measurable Goals</p> <ul style="list-style-type: none"> ▲ Administer the CELDT/ELPAC to ascertain the level of proficiency. ▲ Conduct analysis of EL’s using ELSSA. ▲ Identify factors that contribute to meeting or not meeting AMAO’s. ▲ Use Monseñor Oscar Romero Charter English Learner Plan of Action-Visited yearly and/or on an ongoing basis. ▲ Work with teachers, parents and staff to provide services. <p>Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.</p> <p>Monitor and assist EL students to meet academic targets in English Language Arts, and Mathematics (Increasing yearly)</p>
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	<p>d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</p>		

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Description of how the LEA is meeting or plans to meet this requirement.

- F 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
8. Describe the programs and activities to be developed, implemented, and administered under the sub grant;
 9. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;
 10. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 11. Describe how the LEA will promote parental and community participation in LEP programs.
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .
 The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
 - Academic achievement in the core academic subjects

Monseñor Oscar Romero Charter will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:

1. Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios.
 2. Use of CA Common Core ELD materials to assist EL students.
 3. . Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
 4. Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.
 5. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.
1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.
 2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

Required
Activities

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
 - a. designed to improve the instruction and assessment of LEP children;
 - b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
 - c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
 - d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

Description of how the LEA is meeting or plans to meet this requirement.

1. The Principal and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English language proficiency and their mastery of content standards.
2. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No No No	If yes, describe:
Description of how the LEA is meeting or plans to meet this requirement.			
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Monseñor Oscar Romero Charter will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.

6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: <ul style="list-style-type: none">⤴ Explicit Direct Instruction (EDI) will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced assessment.⤴ An ELD based writing program will be implemented school-wide. (In progress)⤴ The SDAIE/SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.
7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: <ol style="list-style-type: none">1. Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.2. The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.

Allowable Activities		Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ▲ To improve English language skills of LEP children; and ▲ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe:</p> <ol style="list-style-type: none"> 1. Monseñor Oscar Romero Charter will invite parents to the Parent Advisory Committee equivalent to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Principal regarding the school’s ELD program. 2. The PAC, in conjunction with the designated ELD coordinator, will hold parent training session on how to best support their child’s instruction at home.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Yes or No Yes</p>	<p>If yes, describe</p> <p>The school will be purchasing language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our Parent/Student Orientations held in June and July, September Back to School Night. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our September Open House.</p>

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

EL families will be provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the CELDT/ELPAC, 3) their child’s progress in meeting California standards in academic subjects as measured by the Smarter Balanced Assessment in English Language Arts.

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ Data Source _____

C.E.L.D. T. Proficiency Level _____ English Language _____ Date: _____

Early Advance Advance Development Standards Initials: _____

Teacher Observation _____ SOLOM/Assessment _____ Date: _____
19 points or higher

Total Points: _____ Initials: _____

English/Language Arts _____ Approved California Smarter Balanced
Score: _____
Basic or Above _____ Standards Test

Report Card Grades _____ "C" or better
English/Language Arts: _____

(Equivalent to "C" average)

Parent Notification _____ Telephone Date: _____ Conference Date: _____
Letter Sent: _____

Follow-Up Dates _____ 30 _____
1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th Quarter: _____

Alternate Reclassification Date: _____ Reclassification
Approved Reclassification Denied *(See inside folder for rationale)

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ Data Source _____

CELDT/ELPAC Proficiency Level _____ English Language _____ Date: _____

Early Advance Advance Development Standards Initials: _____

Teacher Observation _____ SOLOM/Assessment _____ Date: _____

19 points or higher
Total Points: _____ Initials: _____

English/Language Arts _____ Approved California Smarter Balanced Score: _
Basic or Above _____ Standards Test

Report Card Grades _____ C or better
English/Language Arts: _____

Parent Notification _____ Telephone Date: _____ Conference Date: _____

Letter Sent: _____

Follow-Up Dates _____ 30 _____

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th Quarter: _____

Alternate Reclassification Date: _____

Reclassification

Approved Reclassification Denied *(See inside folder for rationale)

Reclassification Form for English Learners

Student Name: _____ Birthday: _____

Date of ELAC Meeting: _____ Grade: _____

Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2. CELDT/ELPAC – Overall Proficiency			4 or 5
3. CELDT/ELPAC – Listening			3, 4, or 5
4. CELDT/ELPAC – Speaking			3, 4, or 5
5. CELDT/ELPAC - Reading			3, 4, or 5
6. CELDT/ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

Reclassification Committee Recommendation: Yes No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

Action Taken:

_____ Student meets the district’s reclassification criteria.

_____ Student does not meet the district’s reclassification criteria.

Comments:

Principal’s Signature: _____

Committee’s Signature: _____

Teacher’s Signature: _____

Parent’s Signature: _____ Date: _____



Bert Corona High School ENGLISH LEARNER PLAN (EL)

Bert Corona High School's mission is to prepare students for academic success in high school, as well as post-secondary education, prepare students to be responsible and active participants in their community, enable students to become life-long learners.

School Year 2017-2018

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Introduction

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Bert Corona High School personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet

the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of Bert Corona High School are to fully implement this EL Master Plan; failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

We believe in the potential of our students.

*We believe **ALL** students must have equal access to a high quality education.*

We believe and acknowledge that English Learner (EL) students have a rich language and

cultural background that provides a strong foundation for learning.

We hold that knowledge is not language-based.

We acknowledge that academic proficiency in the English Language is necessary for

educational and professional success.

Based on these beliefs, Bert Corona High School addresses the needs of its EL students, grades 5th through 8th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in Bert Corona High School .
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

GOALS FOR ENGLISH LEARNERS PROGRAM

Bert Corona High School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each EL student’s progress toward English language proficiency, through the use of ELD portfolios.
- Use of Success For All to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program. Further during SFA and Electives we are providing targeted language support through small group instruction and the use of Duolingo.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Bert Corona High School receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMAO’s	Measureable Goals
Progress in learning English <ul style="list-style-type: none"> • Increase one proficiency level • Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. 	<ul style="list-style-type: none"> • Administer the CELDT to ascertain the level of proficiency. • Identify factors that contribute to meeting or not meeting AMAO’s. • Use Bert Corona High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services.
Progress in the percentage of students who become proficient in English	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.

<p>Academic targets in English-language arts and mathematics AYP-</p> <ul style="list-style-type: none"> • Participation Rate • Percentage Proficient or Above 	<p>Monitor and assist that EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>
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d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC provides leadership for our EL students.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. These classes included classes that focus on blended learning, flipped instruction, project-based learning, and advanced math and reading courses. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children’s education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

Essential Elements for English Learner Programs

In order to create the necessary conditions for English Learners to achieve at higher levels Bert Corona High School will implement the following essential elements.

Learning Environment

English Learners at Bert Corona High School will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Curriculum

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to College and Career Readiness Standards (Common Core) and Bert Corona High School standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students' families and their communities.

Instructional Resource

Success for All (SFA)

BACKGROUND

1. Where are Success for All Foundation programs used? Success for All Foundation (SFAF) programs are implemented in more than 1500 schools in over 500 districts in 48 states in all parts of the United States, Guam, and the Virgin Islands. Versions of the model are also used in other countries, including England, Israel, Canada, Mexico, and Australia.

2. What are the results? The Success for All (SFA) reading program has been evaluated in 47 experimental-control studies, carried out by researchers at many research institutions in addition to those completed by Johns Hopkins University researchers. Seventeen of these were done by researchers at Johns Hopkins University, and 30 were done elsewhere. In each, matched SFA and control schools have been compared on individually administered reading scales and/or state accountability measures, as well as other outcomes. The results have almost always favored SFA. In average grade equivalents on individually-administered measures such as the Woodcock Reading Mastery Test, SFA students perform approximately three months ahead of comparison students by the end of first grade, and more than a year ahead by fifth grade. Effects are particularly strong for students who are most at risk, those in the lowest 25% of their grades. Effects of the Spanish version of SFA have also been strong. SFA has produced substantial reductions in retentions and special education referrals and placements.

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

The American Institute of Research, in a review commissioned by the AFT, NEA, NAESP, NASSP and AASA, found that of 24 whole-school reform programs, only SFA and Direct Instruction meet the highest standards for evidence of positive impacts in rigorous studies. This report can be obtained from the AASA website www.aasa.org.

For a summary of research on Success for All, the following article can be found under Research/Results on this website.

Slavin, R. E. & Madden, N. A. (2003). *Success for All / Roots & Wings: Summary of research on achievement outcomes*. Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk

9. Why does Success for All use homogeneous grouping across grades? The grouping strategy used in SFA reading is the Joplin Plan, cross-grade grouping according to reading performance level. The Joplin Plan has been extensively studied over the years and has been found to be effective. It is often confused with tracking or ability grouping, which causes some educators to oppose it on philosophical grounds. However, the Joplin Plan is quite different. First, because it involves cross-grade grouping, there is no "high class" or "low class"; all classes (except the lowest-performing first grades) have high, average, and low achievers. Because groupings are revised every eight weeks, students are not relegated forever to a "track" from which it is difficult to move. In fact, because low achievers are likely to receive tutoring services, they are expected to move over time to higher-performing groups. The Joplin Plan creates groups all at one instructional level, enabling teachers to move at a very rapid pace. It avoids the need to have multiple reading groups within the class, a practice that forces teachers to assign much more seatwork than necessary and which may have a stigmatizing effect at least as great as that in the Joplin Plan. Since every child in grades 1-6 is regrouped into a reading class, low achievers do not feel singled out, as they might be in a low reading group within a single class. Finally, regrouping children into a larger number of classes, making use of additional teachers (because tutors and other certified teachers teach a reading class), helps schools reduce class sizes for reading.

10. Does research on Success for All find positive impacts on the achievement of English language learners? Six longitudinal studies have been done to evaluate the impact of SFA on the achievement of English language learners. Three have involved the Spanish bilingual program (Lee Conmigo), and three have involved the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

Slavin, R.E. & Cheung, A. (2003). *Effective reading programs for English language learners: A best-evidence synthesis*. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

All of the studies found consistently higher achievement in SFA schools than in matched control schools in first grades, and these effects generally maintained in later years. One of the bilingual studies followed children long enough to see a transfer from superior performance in Spanish to superior performance in English. Another found a sharp increase in the number of children ready for early transition to English instruction.

11. Are the Success for All English reading materials appropriate for English language learners? Additional training and supplementary materials have been developed to help all teachers succeed with English language learners. These materials have been successfully used with thousands of English language learners throughout the

U.S. The materials themselves, by providing a step-by-step phonetic structure and a strong emphasis on oral language development, help English language learners develop their reading skills at the same time as their English language skills are developing. Classroom teachers are given ESL strategies, such as Total Physical Response and use of realia, to help ESL children gain the vocabulary necessary to comprehend the English materials. ESL teachers are given strategies for integrating with the reading instruction, including pre-teaching of vocabulary that will be in the books. In fact, because of the consistent materials and strategies taught across the school, it is easier in a SFA school to maintain close articulation between ESL and classroom reading strategies.

12. How does Success for All impact children with special needs? The main focus of SFA with respect to children with special needs is prevention, especially for children with learning disabilities or at risk for learning disabilities. The idea, called "neverstreaming", is to provide children with effective preschool and kindergarten programs, beginning reading programs, and family support programs, plus one-to-one tutoring or other special adaptations if needed, to ensure that students are successful in the first place and are never referred to special education. What special education program is more effective for children with learning disabilities than well-structured instruction, one-to-one tutoring, and extensive family support programs? Four studies of the special education-related outcomes of SFA have found reductions in special education placements of from one-half to three-quarters, as well as increased achievement among children who already have IEP's for learning disabilities.

For children who have more serious learning disabilities or other academic limitations, SFA advocates a policy of full inclusion. These children are typically assessed, placed in appropriate reading groups, tutored if necessary (usually by a special education teacher), and otherwise treated the same as other children, with appropriate adaptations to their unique needs. There is no research on this at present, but we have heard numerous reports of success of SFA with children with Down's Syndrome, severe auditory disabilities, and other disabilities, as well as for children with various behavioral disabilities.

For a summary of research on the special education aspects of Success for All, please see the following article (available on this website under Research/Results).

Slavin, R.E. (1996). Neverstreaming: Preventing learning disabilities. *Educational Leadership*, 53 (5), 4-7.

English Learners will have equal access to a broad range of high quality, standards aligned instructional resources in English and their home language that facilitate access to the core curriculum. These resources will include print, audio, visual, graphic, and electronic materials that provide models of authentic language use, including academic language.

Family and Community Engagement

Bert Corona High School promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their Bert Corona High School policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

Staffing and Professional Development

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, Bert Corona High School is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending Bert Corona High School has an English Learner Folder (ELF). The ELF is maintained with the student's ELD teacher in grades 6-through 8. The ELF contains the following:

1. CELDT Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications

6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION (CCR-EL4)

Initial Identification

EL4 BERT CORONA HIGH SCHOOL has properly identified, assessed, and reported all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at Bert Corona High School.

Schools in California are required, at the time of the student's enrollment into Bert Corona High School to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). [See Form A in Appendix] When enrolling a student at Bert Corona High School, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in Bert Corona High School. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Development Test (CELDT), the state approved instrument for testing English language proficiency, is used for this purpose. The CELDT assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the CELDT are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the CELDT, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c Bert Corona High School has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. Bert Corona High School uses the Idea Proficiency Test (IPT) in Spanish a state approved assessment, for this purpose. The IPT is administered by a trained fluent speaker of the student's primary language. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

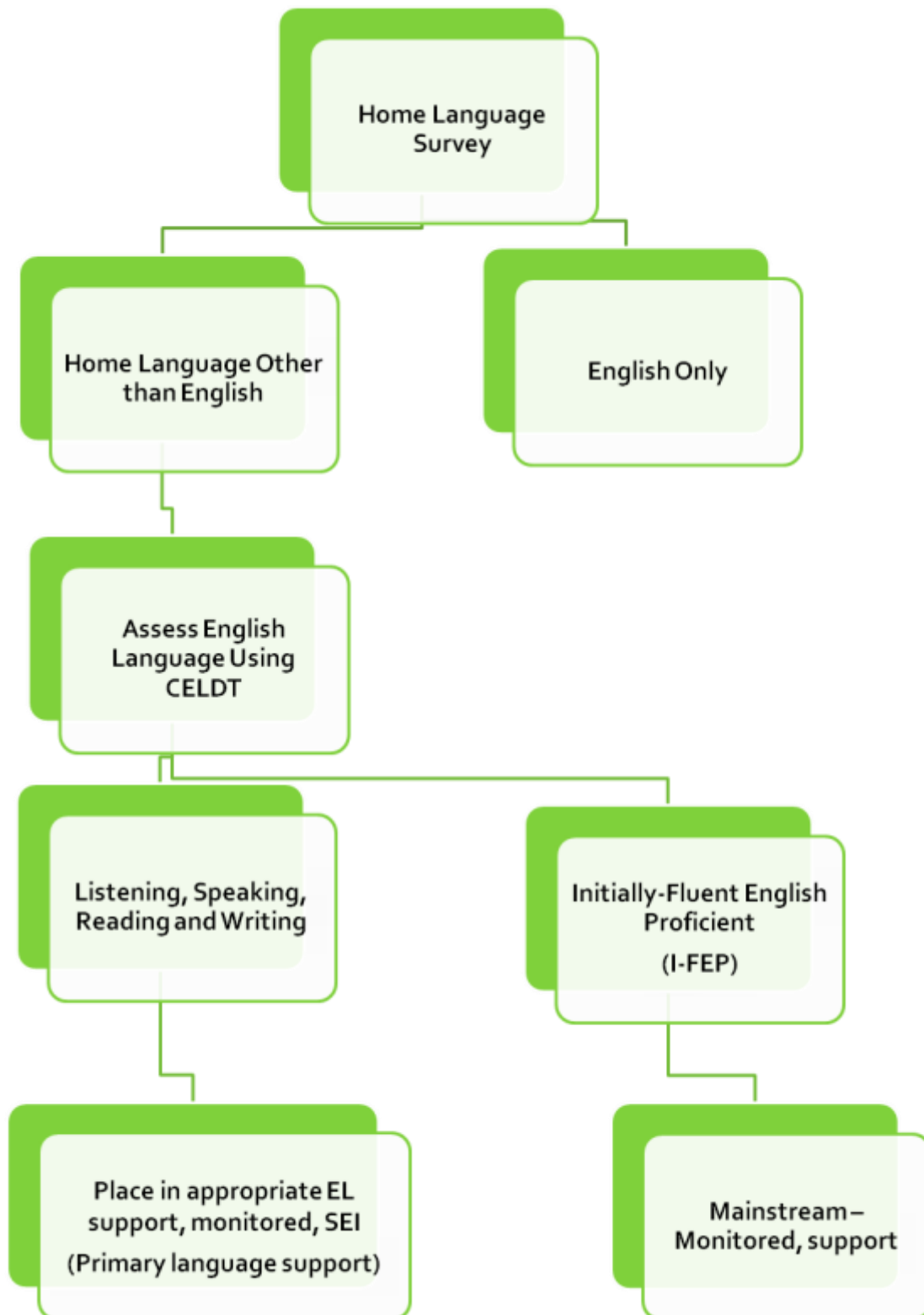
EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in grades 9 through 12, the school will record the results into Bert Corona High School's database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1 **Assessment for Initial identification and Program Placement**



The instruction for Bert Corona High School 's English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of an English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs [CCR-EL3]

Instructional Programs

EL3 Bert Corona High School is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. Bert Corona High School provides additional and appropriate educational services to English learners in grades 9 through 12 in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the Bert Corona High School 's average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting Bert Corona High School 's content and performance standards for their respective grade levels in core curricular areas. Bert Corona High School may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. Bert Corona High School may choose to concentrate first on teaching English so long as Bert Corona High School 's subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Bert Corona High School has a plan that describes any academic deficits will be monitored and remedied.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at CELDT Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* -

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- | | |
|---|-------------------------------|
| 1) modeling | 7) bridging |
| 2) contextualizing | 8) building schema |
| 3) reframing | 9) developing metacognition |
| 4) checking for comprehension | 10) monitoring/assessing |
| 5) questioning | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting |

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)

The Structured English Immersion Program is an English language acquisition process for young children for whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Bert Corona High School makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a Positive Academic Student Support (P.A.S.S.) class for additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction, which gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the Bert Corona High School adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD, Hughes or in-training. In grades 9 through 12 students are grouped according to their level of English proficiency, for 45 minutes as determined by the CELDT and other local ELD assessments students are provided ELD instruction per day at CELDT levels 1 and 2, and at CELDT Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities which promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at CELDT levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for CELDT level 3. A math and reading laboratory will be provided in Home room to support student advisement, and supplemental support.

However, for some CELDT 3s, and for CELDT 4s and 5s, ELD instruction may be provided within sheltered or even “mainstream” English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

- a. The ELA teacher knows the CELDT levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond CELDT
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
- e. The teacher and students can identify which ELD Standards are being taught.
- f. The right materials for ELD are available and used.

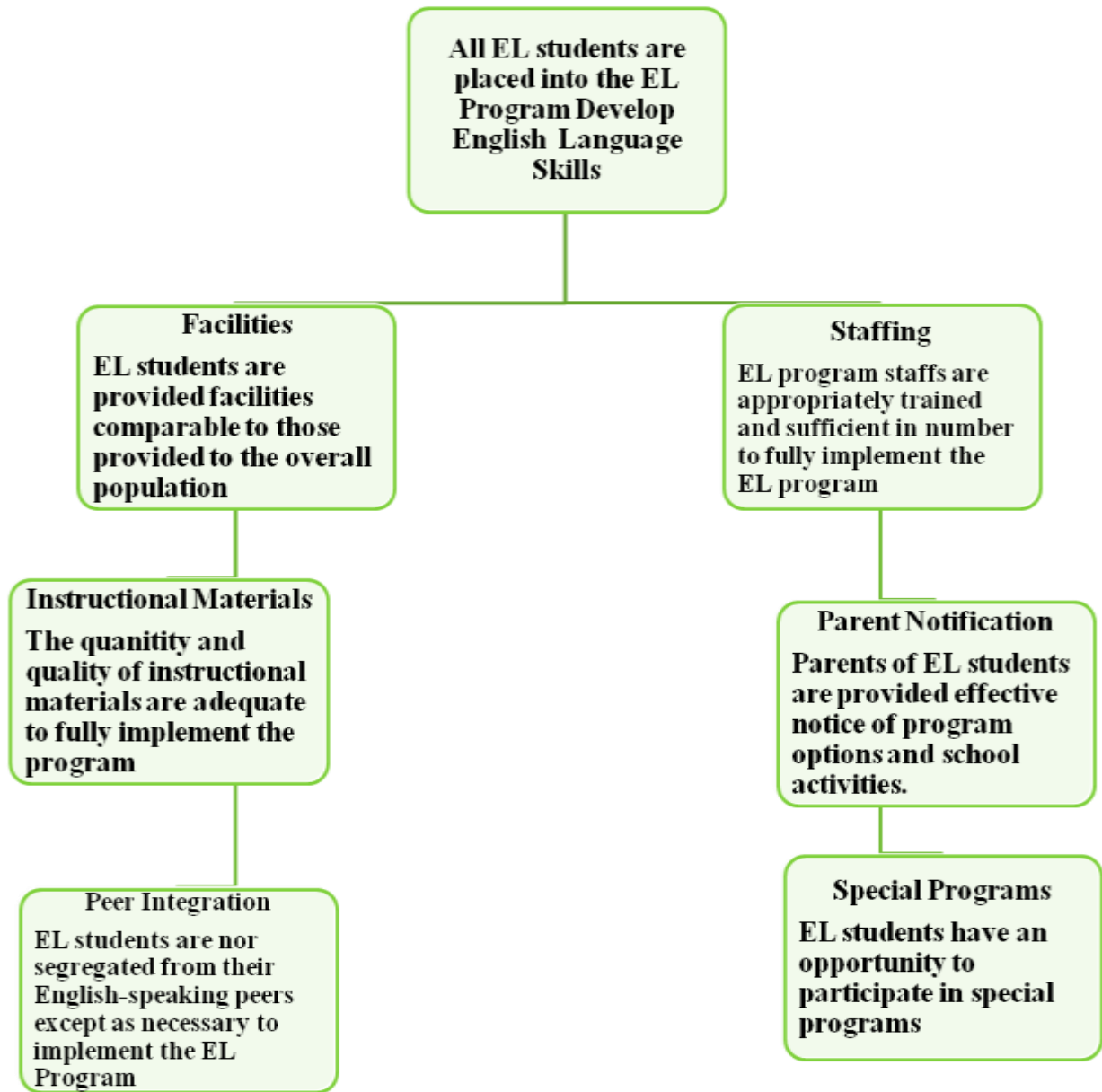
- g. The teacher has evidence (see “c”, above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students’ English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using Bert Corona High School ’s-adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 9-11, students are provided 1 period of ELD instruction per day at CELDT Levels 1 and 2, and at CELDT Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is “overwhelmingly” in English using SDAIE methodology.



Expanded Program

The Instructional program for high school students enrolling with CELDT scores at levels 1 or 2, will consist of a 5 to 6 year program and/or a modified program.

Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher, SFA and/or P.A.S.S. Teacher

Year	Criteria	CELDT /ELPAC Score	Smarter Balanced English Language Arts	Grade English Language Arts	Teacher Recommendation

ENGLISH LEARNERS (EL's)

ENGLISH LEARNERS

As agreed upon in the Bert Corona High School petition the Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

Bert Corona High School has administered the California English Language Development Test (**CELDT**) initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language as other than English and for those students who have no record of English language development assessment results. Bert Corona High School will also administer the **CELDT** annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education ELD Standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

English Learners (EL/ELLs)

Bert Corona High School will use the LAUSD's English Learner Master Plan for our students and shall administer the CELDT/ELPAC annually. Bert Corona High School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. The Table below shows the California Department of Education recommended Transition Plan.

Table 28: California Department of Education CELDT to ELPAC Transition Plan

Assessment Type	2015–16	2016–17	2017–18	2018–19
ELPAC Pilot Testing	December 2015 ¹	N/A	N/A	N/A
Field Test Administration (No scores reported)	N/A	ELPAC ² Summative (Spring 2017)	ELPAC ³ Initial (Fall 2017)	N/A
Operational Administrations (scores reported)	CELDT ¹	CELDT ²	CELDT ³ Initial only ELPAC ⁴ Summative (Spring 2018)	ELPAC ⁵ Initial (July 1, 2018) ELPAC ⁶ Operational (Initial and Summative)

Cde. ca.gov ELPAC 2017

¹ In 2015–16, the CELDT will be administered as usual. Pilot testing for the ELPAC will occur in December 2015. The purpose of the pilot is to ensure that new task types planned for the ELPAC elicit useful information about language proficiency, as described in the 2012 California English Language Development Standards.

² In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment field test. The purpose of each ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.

³ In 2017–18, the CELDT will be administered for the purpose of initial identification only from July 1, 2017 to June 30, 2018. In fall 2017, field testing for the ELPAC Initial Assessment will occur.

⁴ In spring 2018, the ELPAC Summative Assessment will be operational.

⁵ On July 1, 2018, the ELPAC Initial Assessment will be operational.

⁶ In 2018–19, the ELPAC assessments will be fully operational, and the CELDT will no longer be administered.

Bert Corona High School implements the LAUSD’s English Learner Master Plan to monitor the performance of English Language Learners. We follow the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, must take interest and responsibility for the education of EL students. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Process for identifying English learners

Bert Corona High School identifies English Learner students through the Home Language Survey and uses the assessment instruments identified as the California English Language Development Test (CELDT) and will fully integrate and transition into the English Language Proficiency Assessment for California (ELPAC).

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
 2. What language does this student most frequently use at home?
 3. What language do you use most frequently to speak to this student?
 4. Which language is most often used by the adults at home?
- (see page 6 of the LAUSD's EL Master Plan)

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT for 2017. ELPAC will then be used to for the summative assessment in the spring of 2018. Beginning in the 2018-2019 school year, the ELPAC will be used as the initial assessment for qualifying and identifying ELLs.

Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early

Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Educational program(s) for English language acquisition

Once students are identified as English Learners they are provided an effective English language acquisition program aligned to the California Common Core State Standards-English Language Development that offers meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are:

- (1) based on sound educational theory;
- (2) adequately supported with trained teachers and appropriate materials and resources; and
- (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Bert Corona High School provides the same instructional program options as listed in LAUSD's EL Master Plan tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full,

comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

Educational Programs:

1. Structured English Immersion (SEI): Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.
2. Mainstream English Program: Acquire English language proficiency and master grade level academic core content via differentiated instruction and appropriate supports.
3. EL Newcomer: Rapid acquisition of academic English and acculturation to school in the U.S.
4. Accelerated Learning Program for Long-Term ELs: Accelerated academic English and content mastery for ELs in CA schools 5 full years without meeting RFEP criteria.

The use of CELDT/ELPAC to support and accelerate student progress towards English proficiency

Bert Corona High School will use the results of the CELDT and then the Spring ELPAC summative assessment for the 2017-2018 school year and ELPAC for the remaining years of this renewal in the following ways:

1. Identify English Language Learners and the areas of need.
2. Place students in the appropriate educational program
3. Develop lessons and units embedding the areas of language needs
4. To determine the professional development needed to support teachers in addressing the needs of English Language Learners

Meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework.

ELD instruction explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

Bert Corona High School implements the guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

1. A separate block of time is devoted to daily ELD instruction.
2. ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.

3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
4. ELD instruction is planned and delivered with specific language objectives for each lesson.
5. ELD instruction integrates meaning and communication to support explicit teaching of language.
6. ELD instruction includes carefully planned interactive activities among students.
7. ELD instruction provides students with corrective feedback on form.
8. ELD teachers attend to communication and language-learning strategies during instruction.
9. ELD instruction emphasizes academic language as well as conversational language.
10. ELD instruction continues until students meet reclassification criteria.
11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.

In addition, Bert Corona High School will implement the follow actions when planning instruction for English Language Learners.

Action Plan for English Language Learners

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>	<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>
<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>	<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>

<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>	<p>ACTION 10 Identify the language needed for functional use in teaching and learning</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>	

Process and specific criteria for EL reclassification

On an annual basis (on or about October 1), Bert Corona High School shall submit a certification to the California Department of Education that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan which encompasses the following:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Common Core State Standards Test Smarter Balanced in English-language arts
- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks
- Parent consultation and approval

Process for monitoring progress of ELs and reclassified (RFEP) students

1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions

- a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.
 - b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trends
 - c. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomes
 - d. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needs.
 - e. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.
2. The California English Language Development Test (CELDT) and ELPAC will be used to monitor progress towards English proficiency. We will use these assessments as well as internal formative assessment to determine English learner progress and provide the necessary intervention supports.
 3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners

Bert Corona High School addresses student's linguistic diversity with a positive, additive orientation. Bert Corona High School affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

Bert Corona High School will provide LTELs curriculum and instruction that emphasizes writing, academic vocabulary, and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs will be provided explicit language and literacy development across the curriculum. Bert Corona High School teachers need to know their students and engage in careful analysis of the language demands of the content they are teaching, as well as develop skills in implementing appropriate instructional strategies. Another key component is engaging parents in providing for LTELs.

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at Bert Corona High School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

- Provide Professional Development/Coaching and Monitoring in the use of SDAIE.

The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015)

Reclassification

The California State Board of Education's Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grade or better on core subject of English at grade level.
2. Assessment of English Proficiency
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

As stated Bert Corona High School continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the re-designation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. The *No Child Left Behind Act of 2001 (NCLB)* requires a development of a *Local Education Plan*. Bert Corona High School Charter School is following and adhering to the California State Standards and as outlined in **LAUSD's EL Master Plan** for English Learners. Further an assessment of the student's primary language literacy level as well as math skill will be used to determine the student's English level, and used as a basis for English Language Development.

Goals for ELs are :

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Bert Corona High School's Charter School and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option

Time Frame: September 2017 through June 30, 2018

Implementation Target Date: September 1, 2017

- Integration of the English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, Success For All, Achieve 3000, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Lead Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress

Time Frame: September 2017 through June 30, 2018

Implementation target date: September 1, 2017

- Action Research: Survey Levels of Use (LOU)
- The Executive Administrator will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.
- Ensure that all students have an up to date EL folder complete with writing samples and data from all classes.

Stage 3: Implement Structured English Immersion Service Option

Time Frame: September 2017 through June 30, 2018

Implementation target date: September 1, 2017

- Staff development for implementing Structured English immersion (SEI) Service Option for content course subjects.
- Hire teachers specifically for SEI classes.
- Implement SEI setting for content course subjects
- Monitor and follow-up on annual California English Language Development Test (CELDT/ELPAC), Smarter Balanced (SBAC) State Testing Program results for English Learners
- Staff development for teachers to incorporate math ELD program
- Implement other features of ELD program for specifically in the area of mathematics

Table 1.3

Training Component	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, SFA, Achieve300 and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation	Power Point Presentation on English Lerner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants groups	Facilitator will provide coaching to participants groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on CELDT assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are :

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- Annual California Assessment of Student Performance and Progress (CAASPP) Program
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- CELDT

In addition, Bert Corona High School will work during the 2017-2018 school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic re-designation in the Smarter Balanced state test scores for English/Language Arts section
2. English Learners will increase by 3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The LAUSD English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

Bert Corona High School teachers also participate in BTSA professional development, or the like provided via staff development or university training .

A. Professional Development

The development of the faculty and staff is of primary importance to the Bert Corona High School community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken every year to increase professional development for leadership and staff. Bert Corona High School recognizes the importance of being strategic and allocate sufficient funding to ensure ongoing professional development.

B. Continuous Professional Development

A key component of the Bert Corona High School instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support, Bert Corona High School has received instructional coaching and professional development from instructional expert, this includes strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

The school has adopted an instructional model that focuses on the following strategies:

- ⤴ Collaborative learning
- ⤴ Writing to learn
- ⤴ Literacy groups
- ⤴ Questioning strategies
- ⤴ Scaffolding texts
- ⤴ Academic classroom talk

A main component of the induction process is the Bert Corona High School teacher summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Bert Corona High School instructional model and veteran teachers present workshops. In addition new teachers will be enrolled in the LAUSD sponsored Beginning Teacher Support and Assessment Process.

All Bert Corona High School teachers take part in a weekly teacher meeting that focuses on operations and instruction. These meetings are held every Tuesday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the

professional development towards strengthening of instructional strategies.

Bert Corona High School will provide trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators and staff will participate in the training process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Instructional leadership with educational skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional Staff Development plan is aligned with the *Every Student Succeeds Act (ESSA)* legislation incorporated in this plan.

Staff professional development is aimed at closing the achievement gap.

- ⤴ Orientation begins two week before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other.
- ⤴ All teachers attend professional development in-services offered by the administration twice every semester.
- ⤴ Faculty meetings are held on designated Mondays from 2:30 pm until 4:00 pm.
- ⤴ Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders
- ⤴ Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. Bert Corona High School's Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.
- ⤴ Teachers will have the opportunity to review benchmarks, assessments, progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs.
- ⤴ Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), LACOE System, effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Bert Corona High School and assist teachers with planning and implementing a rigorous, college preparatory

curriculum that is research-based and aligned to the California State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

D. Collaboration and Integration

Bert Corona High School also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. Bert Corona High School ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

Bert Corona High School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

1. design standards-based instruction (using the principles of backwards design)
2. align appropriate assessments to the standards
3. implement instructional activities that are aligned to standards and reflect research-based best practices

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- a. [iObservation](#)—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development.
- b. iObservation self-assessment and evaluation—An online system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

The traditional backwards design process guides teachers through a three step process:

- a. Internalization and prioritization of the College and Career Readiness (Common Core) Standards
- b. Differentiated assessment methods aligned to prioritized standards and identified learning targets
- c. Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At Bert Corona High School, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents, and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

The sample units that follow demonstrate how teachers will use the Backward Design process to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period towards a more complete use of the technique in subsequent years.

The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- a. Direct instruction
- b. Research based projects
- c. Cooperative group work and projects
- d. Inter-disciplinary approaches to curriculum
- e. The presentation of clearly defined "Learning Targets" for all students by all teachers
- f. Rubric self-assessment
- g. The involvement of community members and educational partners in instructional presentation
- h. Mentoring program
- i. Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.

Scope and Sequence

Curriculum will address all state required standards (See Appendix E), and will utilize:

- a. State approved secondary school curriculum (English, Fine Arts, Foreign

- Language, Math, Science, Social Science, and P.E.)
b. Standards based curriculum units

How Learning Best Occurs

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The Bert Corona High School development team has studied examples of effective practices that have worked to close this achievement gap.

Bert Corona High School has incorporated the following recommendations from Kati Haycock, director of Education Trust:

- a. Have uniform standards: Bert Corona High School will have clear and high expectations of all students that fully align with the California state standards.
- b. Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- c. Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- d. Provide good teachers: All Bert Corona High School core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievements.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the Bert Corona High School .

Program Goals

The Bert Corona High School will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school works relentlessly toward the following program goals:

- a. Prepare students for academic success in high school as well as post-secondary education.
- b. Prepare students to be responsible and active participants in their community.
- c. Enable students to become life-long learners.

In accordance with the School-wide Learner Outcomes (SLO) every student who graduates from Bert Corona High School will be:

- a. An Effective Communicator, able to read, write, converse and listen for a variety of purposes
- b. An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world
- c. A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- d. A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- e. A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

How Students Become Self-Motivated, Competent, Lifelong Learners

Bert Corona High School is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. Bert Corona High School continually strives to develop a culture that fosters in students self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

Leadership

Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State, and or Common Core, Standards (or other content standards in areas in which there are no California Common Core State Standards) in achieving high levels of student learning.

Environment

The environment of the school is safe, orderly and supportive. Students find the school a good

place to study and a pleasant place to be. School-wide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

5. Diagnostic assessments that will be used to enable Bert Corona High School to monitor the effects of proposed changes on student performance

The table below indicates the California Department of Education Comparison of CELDT and ELPAC.

Table 2.3: CDE Comparison of CELDT and ELPAC

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

cde.ca.gov-English Learners

The difference between the CELDT and ELPAC is the Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels The ELPAC is aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)

The ELPAC has two parts:

1. Initial Assessment

Bert Corona High School students will take the Initial Assessment if:

- the student has a primary language other than English
- the student has not taken the CELDT or ELPAC before, and
- the student has not been classified before as an English learner.

The Initial Assessment is used to identify students as either an English learner who needs to support to learn English, or as proficient in English. Bert Corona High School students will be given the Initial Assessment within 30 days of when they enroll at the school. Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

2. Summative Assessment

The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment. The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

The ELPAC tests four different area:

- Listening
- Speaking
- Reading
- Writing

Based on demographic and student achievement data, LTELs in LAUSD will be defined as follows:

Long Term English Learners (LTEL) are defined in LAUSD as “those EL students who have completed five full years in U.S. schools (i.e. beginning their sixth year and beyond) without meeting the criteria for reclassification” (English Learner Master Plan, p. 65).

Further identified by the California Department of Education:

*California Education Code Section 313.1 Definition of Long-term English Learners
(Amended by Stats. 2015, Ch. 660, Sec. 1. Effective January 1, 2016.)*

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

A. Bert Corona High School Assessments

The following is a sample of the kinds of standardized reports available to the school community for analysis:

- ⤴ Smarter Balanced (SBAC) Test Results are sent to our school, and in turn Bert Corona High School will send individual data results home to the student's parents. Parents and others can also access school data by using the California Department of Education website.
- ⤴ Each Advisory instructor reviews the state testing data with each student and with parents during Parent-Teacher conferences.
- ⤴ Their Advisory instructor monitors individual Learning Plans. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.
- ⤴ Curriculum Embedded Assessments: quarterly teacher/ department tests.
- ⤴ CELDT/ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
- ⤴ On the department level, teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student
- ⤴ Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis. Additionally, all parents are trained on how to access real time data, grades and submitted assignments are available on PowerSchool. A quick review of their child's academic, attendance and other information.

- ⤴ TeleParent: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

B. State Assessments

As is required by the California Department of Education, students will also participate in the Smarter Balanced (SBAC) testing program and all other mandated accountability programs (CELD/ELPAC etc.). Bert Corona High School will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings. If Bert Corona High School issues the state assessments independently of the District, Bert Corona High School will grant authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

C. Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment*, 3rd ed., 2001. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

In the context of the assessments described above, Bert Corona High School will utilize extensive training in data analysis and Excel to analyze data. We will also use data reporting systems like Member Center, ALEKS, Achieve3000, and NWEA MAPs portal to generate analysis reports on student progress. These systems will allow teachers to generate standards-based assessments, and upload and analyze data in real time. Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Bert Corona High School become complacent with the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Student interaction with teachers around data is a vital component of **Bert Corona High School**. The use of the tools listed above will assist in the qualitative assessment will assist in the qualitative assessment of student growth in relation to the school goal of establishing a college-going culture.

Diagnostic assessments that will be used to enable Bert Corona High School to monitor the effects of proposed changes on student performance.

In addition to State Standardized Test, Bert Corona High School will use the following collection of methods to assess student progress:

- ▲ **DIAGNOSTIC AND CONTENT AREA MASTERY TEST** demonstrates or reflect students' weaknesses and inform teachers of the areas where students need support, allowing for differentiation and intervention. For this goal, the staff is reviewing to adopt an assessment program which is a computerized, adaptive, state aligned assessment program that provides educators with information they can rely on to improve teaching and learning and predict performance on state tests.
 - ▲ At the present time we are using state recommended textbooks which are aligned to subject area state standards.
 - ▲ Unit tests are being used to provide an ongoing view of each student's mastery of subject areas.
 - ▲ Review of California Department of Education Release Items.
 - ▲ Ensure that benchmarks are set for each subject area. Since Bert Corona High School will have at least one teacher, teaching each course they are aligning curriculum to state standards and checking for mastery of content as delivered.
 - ▲ Use of state compiled Blueprints.

Bert Corona High School will use specialists who provide our teachers support on reading assessments, diagnoses, prescription for intervention and remediation and on-going support.

- ▲ **INDIVIDUAL READING LEVEL ASSESSMENT** allows teachers to choose appropriate reading materials for students and inform our acquisition of leveled reading libraries. The information from the assessment also assists teachers in diagnosing student's difficulties in reading and creating specific reading interventions for students needs.
- ▲ To incorporate and monitor our English Learners in their mastery of English in a timely fashion assessment will be used as follows: Bert Corona High School has chosen to following programs: ALEKS, Achieve3000, Study Island, Adaptive Curriculum, and NWEA MAPs. Students will be regularly assessed using these online tools. Collecting data should give teachers additional data to better serve ELL students' language acquisition and reading needs in particular.
- ▲ **BENCHMARK WRITING ASSESSMENTS** allow teachers to diagnose student's writing needs and differentiate instruction based on those needs. Our writing assessments will be used school-wide, contain school-wide prompts and rubrics, and all teachers are involved in the scoring and teaching of the writing genre in focus. The data from the writing assessments will be

collected to chart individual and school-wide progress and predict performance on the Smarter Balanced writing assessment

- ⤴ **STUDENT INDIVIDUAL PORTFOLIOS** provides each student with the opportunity to demonstrate and reflect upon his or her learning. Teachers at Bert Corona High School have chosen to follow a backwards design model to design relevant units with several performance tasks and benchmarks included. Portfolios that document students' application of those performance assessments and provides important information about students' learning that cannot be easily captured through more traditional methods of assessment. Throughout this process, students will analyze their academic progress, and with a teacher set new short and long term goals for improvement.

- ⤴ **EXHIBITIONS OF MASTERY** demonstrate student learning of enduring understandings, and allow for project-based learning. These authentic performances of understanding will meet the following criteria:
 - ⤴ Essential: exhibitions will be focused on the heart of the discipline, not arbitrary,
 - ⤴ Enabling: constructed to point students to towards more sophisticated use of their skills and knowledge,
 - ⤴ Contextualized and Complex: intellectual challenges that require students to make connections, apply their knowledge to novel situations, and have real-world relevance, and Feedback and Refinement: include multiple opportunities for students to improve their work based on feedback.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).	Description of how the LEA is meeting or plans to meet this requirement.
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Allowable Activities	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe:</p> <p>a) The education and engagement of parents and families of ELs are essential to academic success. In alignment to California Common Core State Standard, ELA and Mathematics. ELD CCSS, NEXT Generation-Science, and Appendices.</p> <p>Teachers are provided profession development opportunities during 2 week teacher institute prior to the start of school. This training includes unpacking California Content Standards Title III funds will be used to support parents to promote family literacy, parent outreach and active participants in their child’s academic achievement and language acquisition. Parent participation will be provided as follows:</p> <ul style="list-style-type: none"> • Training parent coordinator to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home. • All administrators, teachers and staff will be provided on going professional development on program procedures, requirements, mandates and monitoring process. • Training for Title III-Immigrant parents on the legal responsibilities and budget process for this program. • Needs assessments to be conducted for planning appropriate parent training activities and conferences. • Parent education conferences that include sessions on issues relevant to the education of immigrant families, and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills. • Additional support for family education programs conducted for migrant families and families of recently arrived immigrants. • Parent institutes to provide in-depth information to parents on California Common Core State standards-based instruction and expectations in learning English and grade level content, course requirements, graduation requirements, and collaboratively developing an educational plan for their child. • Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CABE). <p>b) Participants will be available to all Title III-Immigrant parents.</p>
	<p><i>Corona High School English Learner Master Plan</i></p>		

	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> a) Use SDAIE Methodology with a 9 -12 SDAIE Lesson Design Template and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum aligned to California Common Core State Standards for English and Mathematics along with the California Common Core State Standards English Language Development. <ul style="list-style-type: none"> • Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). • Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high -frequency, high -utility academic words). • The use of graphic organizers/visual tools (e.g., Thinking Maps®, Adaptive Curriculum, etc...) • Cooperative learning (structured group activities that promote student interaction and accountability). • Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs. • Provide training to parent coordinator, teachers, staff and administrators to help parents understand EL compliance requirements and how to help their children at home. • Continue to focus on high quality California Common Core State Standards -based instruction • Continue to build the capacity of teachers to act as peer coaches for ELD instruction and provide funds for release time. Provide ongoing high quality professional development for all EL instructional staff, including instructional coaches, and special education staff, regarding the instructional strategies (referenced above) that will provide access to ELs. b) Faculty professional development held weekly, ongoing in-services and two-weeks before school professional development provided. Additionally, opportunities for teachers to attend conferences when available locally for professional growth
	<p><i>Corona High School English Learner Master Plan</i></p>		<p>Page 52</p> <ul style="list-style-type: none"> c) These activities involve professional experts in the field of education, English Learners, Special Education, and content areas. These activities are led by Leadership team members, administrators, teachers, staff,

	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe: Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on CELDT results, the periodic assessments, Smarter Balanced, NWEA MAPs and other measurements. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, Smarter Balanced, NWEA MAPs school, classroom and student level data and EL Monitoring Rosters</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No</p>	<p>If yes, describe: Title III funds will be used to access additional training materials that enable teachers to focus on effective ELD strategies and methods to enable students to access the core curriculum. The use of the Common Core State Standards-ELD. Teachers can access resources to enhance their instruction, including:</p> <ul style="list-style-type: none"> • Rubrics, checklists and anchor papers • Teacher-created materials • Reteaching options • Pacing plans • Current research • Online course support • Supplemental professional development offered through technology (Online)

	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Yes or No</p>	<p>If yes, describe: Secondary intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on CELDT/ELPAC results, the periodic assessments Smarter Balanced, NWEA MAPs and other assessment tools. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, NWEA MAPs, classroom and student level data and EL Monitoring Rosters</p>
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	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Yes or No</p>	<p>If yes, describe:</p> <p>Bert Corona High School will align its Linked Learning model with that of LAUSD, while drawing from best practices offered by Connected and the Linked Learning Alliance. Our two pathways will utilize all elements of LAUSD's Essential Framework for Linked Learning Schools, which include (but are not limited to):</p> <ul style="list-style-type: none"> • Practicing a cycle of improvement based on analysis of data; setting realistic and measureable goals; planning strategies, resources, and actions; implementing benchmarks and deliverables; evaluating and monitoring success; and making ongoing to adjustments to ensure students are successful. • Adopting the four guiding principles of Linked Learning as set forth by Connected: 1) pathways prepare students for postsecondary education <i>and</i> careers; 2) pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all post-high school options open; 3) pathways connect academics to real-world applications by integrating challenging academics with a challenging technical curriculum; and 4) pathways improve student achievement. • Adopting the four core components of Linked Learning as set forth by ConnectEd: 1) a challenging academic component; 2) a demanding technical component; 3) work-based learning opportunities to learn through real-world experiences that enhance academic instruction; and 4) wraparound support services to ensure students succeed. • Create performance tasks and interdisciplinary projects and assessments aligned with real world applications and in partnership with industry professionals. • Embed wraparound support services for students and their families to support students' academic success and career preparation. • Offer a progression of technical coursework that builds on the previous year's learning and develop students' higher skills within the pathway. • Ensure career-technical courses are A-G approved to promote college and career readiness.
	<p><i>Corona High School English Learner Master Plan</i></p>		<p>Page 15</p>

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> a) Family-Community-School Partnerships Bert Corona High School will actively engage families and the community in the life of the school, and students engage in community service to the community. b) Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations. c) Culturally-Relevant Instruction: Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students' lives. d) A student internship and, or a senior project that will reflect the best practices in capstone projects (www.seniorprojects.net) interfacing with community businesses and services, National Council of La Raza, Youth Policy Institute, and other such organizations. e) Bert Corona High School will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on YPI's current partnerships with these institutions of higher learning.
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Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of how the LEA is meeting or plans to meet this requirement.

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| <p>F 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ol style="list-style-type: none"> 4. Describe the programs and activities to be developed, implemented, and administered under the sub grant; 5. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; 6. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ■ meeting the annual measurable achievement objectives described in Section 3122; ■ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ■ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 7. Describe how the LEA will promote parental and community participation in LEP programs. | <p>BERT CORONA HIGH SCHOOL will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ol style="list-style-type: none"> 1. Ongoing measurement of each LEP (English Learner/EL) student's progress toward English language proficiency, through the use of ELD portfolios. 2. Use of High Point to assist EL students. 3. . Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. 4. Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. 5. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. |
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2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.
2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <ul style="list-style-type: none"> 1. The Principal and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational Organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English language proficiency and their mastery of content standards. 2. Our designated ELD coordinator will attend seminars, conferences and training sessions In order to keep current with the research on EL students.
<p>Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No No</p> <p>If yes, describe:</p>

Description of how the LEA is meeting or plans to meet this requirement.			
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Bert Corona High School will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: <ul style="list-style-type: none"> ⤴ Various programs (ALEKS, Achieve3000, Study Island, NWEA MAPs) will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced test. ⤴ An ELD based writing program will be implemented school-wide. (In progress) ⤴ The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.

	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ol style="list-style-type: none"> 1. Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students. 2. The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.
<p>Allowable Activities</p>	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families</p> <ul style="list-style-type: none"> – ⤴ To improve English language skills of LEP children; and ⤴ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe:</p> <ol style="list-style-type: none"> 1. Bert Corona High School will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Principal regarding the school's ELD program. (Formalizing ELAC) 2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent training session on how to best support their child's instruction at home.

	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Yes or No Yes</p>	<p>If yes, describe The school has purchased language development software that is available in the computer lab and/or in the resource room. Instructional materials that will assist the teacher in enabling the students to reach their language and academic goal, such as Achieve 3000, Adaptive Curriculum, and ALEKS are available throughout the school on all computers.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents

Description of how the LEA is meeting or plans to meet this requirement.

Required Activity

1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open House. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.

		Description of how the LEA is meeting or plans to meet this requirement.
<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing – the right that parents have to have their child immediately removed from such program upon their request; and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open House.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>EL families are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the CELDT, 3) their child’s progress in meeting California standards in academic subjects as measured by the Smarter Balanced tests.</p>

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____ Teacher: _____

Assessment Requirement _____ **Data**
Source _____

C.E.L.D. T. Proficiency Level _____ English Language _____ Date: _____

Early Advance Advance Development Standards Initials: _____

Teacher Observation _____ SOLOM _____ Date: _____
19 points or higher

Total Points: _____ Initials: _____

English/Language Arts Approved California Smarter Balanced Score: _____
Basic or Above _____ Standards Test

Report Card Grades _____ "C" or better
English/Language Arts: _____

(Equivalent to "C")

average)

Parent Notification _____ Telephone Date: _____ Conference Date: _____

Letter Sent: _____

Follow-Up Dates _____ 30 _____

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th

Quarter: _____

Alternate Reclassification Date: _____

Reclassification

Approved **Reclassification Denied** ***(See inside folder for rationale)**

Required Reclassification Assessments

Name of Student: _____ Date: _____ Grade: _____

School: _____

Teacher: _____

Assessment Requirement _____ Data
Source _____

CELDT/ELPAC Proficiency Level _____ English Language _____ Date: _____

Early Advance Advance Development Standards Initials: _____

Teacher Observation _____ SOLOM _____ Date: _____

19 points or higher _____

Total Points: _____ Initials: _____

English/Language Arts Approved California Smarter Balanced Score: _____
Basic or Above _____ Standards Test

Report Card Grades _____ **"3"** or better
English/Language Arts: _____

Parent Notification _____ Telephone Date: _____ Conference
Date: _____

Letter Sent: _____
Follow-Up Dates _____ 30 _____

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th

Quarter: _____

Alternate Reclassification Date: _____

Reclassification

Approved Reclassification Denied *(See inside folder for rationale)

Coversheet

Suicide Prevention Policy

Section: VI. ITEMS SCHEDULED FOR ACTION
Item: A. Suicide Prevention Policy
Purpose: Vote
Submitted by:
Related Material: YPICS Suicide Prevention Policy v2 110317 (JAR).pdf



YPI CHARTER SCHOOLS, INC. SUICIDE PREVENTION POLICY

The Board of Directors of YPI Charter Schools, Inc., which operates Bert Corona Charter School, Monseñor Oscar Romero Charter School and Bert Corona Charter School (collectively, herein referred to as “YPICS”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with YPICS and community stakeholders, YPICS-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating YPICS’ strategies for suicide prevention and intervention. YPICS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, YPICS shall appoint an individual (or team) to serve as the suicide prevention point of contact for YPICS. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders. Currently, YPICS will use training, materials, and resources as provided from the CDE’s model policy.

A. Staff Development

YPICS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on YPICS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on YPICS guidelines;
 - YPICS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the

suicidal student should be constantly supervised until a suicide risk assessment is completed;

- YPICS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services

Employees of YPICS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the YPICS Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, YPICS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with YPICS and is characterized by caring staff and harmonious interrelationships among students.

YPIC Charter Schools, Inc.

Adopted/Ratified: **November 6, 2017**

Revision Date:

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YPICS’ instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

YPICS’ instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding YPICS’ suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

YPICS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. Intervention and Emergency Procedures

YPICS designates the following administrators to act as the primary and secondary suicide prevention liaisons:

Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona Charter High School
Ruben Duenas, Executive Administrator rduenas@ypics.org Valinda Meneses, LSW	Kevin Myers, Executive Administrator kmyers@romerocharter.org Gabriella Aquino, LSW	Larry Simonsen, Executive Administrator lsimonsen@coronacharter.org Maribel Palafax, Counselor & MFT

msmeneses@coronacharter.org	msauino@romerocharter.org	mspalafax@coronacharter.org
YPI Charter Schools, Inc.		
Yvette King-Berg, Executive Director, ykingberg@ypics.org 10660 White Oak Avenue, Granada Hills, CA 91344 (818) 834-5805		

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student’s parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at YPICS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student’s physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, YPICS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, YPICS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at YPICS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the YPICS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in YPICS' safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. YPICS staff may receive assistance from YPICS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the YPICS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like YPICS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in YPICS activities to notify a teacher, the Executive Director, another YPICS administrator, psychologist, YPICS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. YPICS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. YPICS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Executive Director to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

YPI Charter Schools, Inc.
Adopted/Ratified: November 6, 2017
Revision Date:

PAGE 8 OF 8

Coversheet

Local Indicator for the California School Dashboard - BCCS, MORCS, and BCCHS

Section: VI. ITEMS SCHEDULED FOR ACTION
Item: B. Local Indicator for the California School Dashboard - BCCS, MORCS,
and BCCHS
Purpose: Vote
Submitted by:
Related Material:
YPICS Recommendation to approve Local Indicators for the California School Dashboard for BCCS
, BCCHS, and MORCS.pdf



YPI CHARTER SCHOOLS

November 6, 2017

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Local Indicators for the California School Dashboard for BCCS, BCCHS, and MORCS

BACKGROUND

In March 2017, the State Board of Education and California Department of Education unveiled the California School Dashboard (Dashboard)—available at www.caschooldashboard.org. The Dashboard, which has evolved from the moniker “Evaluation Rubrics,” illustrates the state of California’s new accountability system by measuring the performance of local educational agencies (LEAs) at the district, school and pupil subgroup levels. As an accountability tool, the Dashboard is intended to help county offices of education (COEs) and the state identify LEAs and schools in need of assistance.

The Dashboard covers the priorities established in the Local Control Funding Formula through the use of state and local indicators:

State Indicators	Local Indicators
Academic Indicator (English Language Arts and Math) (Priority 4)	Basic Services and Conditions (Priority 1)
English Learner Progress Indicator (Priority 4)	Implementation of Academic Standards (Priority 2)
Graduation Rate Indicator (Priority 5)	Parent Engagement (Priority 3)
Chronic Absenteeism Indicator (Priority 5) ¹	School Climate (Priority 6)
Suspension Rate Indicator (Priority 6)	Coordination of Services for Expelled Students (Priority 9) ²
College/Career Indicator (Priority 7 and 8) ³	Coordination of Services for Foster Youth (Priority 10) ²
¹ Available in fall 2018 ² For COEs only (County Offices of Education) ³ Status only available in fall 2017	

The Dashboard shows LEA performance on the six state performance indicators (only five of which are available) and the four local indicators (six for COEs), as applicable. The state indicators are based on data that is collected consistently across the state from LEAs through various statewide databases and sources, such as the California Pupil Achievement Data System (CALPADS) and the California Assessment of Student Performance and Progress (CAASPP). LEAs and schools will receive one of five color-coded performance levels on the state indicators. State indicator performance levels are calculated using percentiles to create five-by-five colored tables that combine status (ranging from “very high” to “very low”) and change (ranging from “increased significantly” to “declined significantly”).

Since data is not collected at the state level for the local indicators, it is up to the LEAs to collect their own data and self-report on those standards for the Dashboard. Unlike the state indicators, the local indicators will not be ranked on a color or fill scale and instead will be rated as “Met,” “Not Met,” or “Not Met for Two or More Years.” In order to meet the standard for each applicable local indicator, an LEA must:

1. Measure its progress using locally available data;
2. Report the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board; and
3. Upload and publicly report the results through the Dashboard.

LEAs that do not meet all three of these standards for each local indicator will receive a “Not Met” on the Dashboard, and the Dashboard will automatically default to “Not Met” if an LEA does not upload information for a local indicator. The deadline to upload local indicators is December 1, 2017. If an LEA does not upload data by this deadline, it will not have another opportunity until the fall 2018 Dashboard release. Note that those LEAs that anticipate using the alternative accountability system scheduled for release in fall 2018 also need to upload their status on the local indicators by the December 1 deadline for the fall 2017 Dashboard release.

ANALYSIS

The Directors of the Three YPI Charter Schools met on Monday, June 18, 25, and July 9 to collaborate on the completion of the local indicators for each of the YPI Charter Schools for this first publication of the California School Dashboard.

As required by the CDE, the four local indicators (Priority 1: Basic Services and Conditions; Priority 2: Implementation of Academic Standards; Priority 3: Parent Engagement; and Priority 6: School Climate) were completed for each site and are presented here for review and discussion prior to requested Board approval.

RECOMMENDATION

It is recommended that the Board of Directors approve the Local Indicators for the California School Dashboard for BCCS, BCCHS, and MORCS.

Coversheet

July, August, September 2017 Financials for Monsenor Oscar Romero Charter School

Section: VI. ITEMS SCHEDULED FOR ACTION
Item: E. July, August, September 2017 Financials for Monsenor Oscar Romero Charter School
Purpose: Vote
Submitted by:
Related Material: 17-18 YPICS Financial Board Packet 17.09.pdf
17-18 Cash Flow BCCS 17-09.pdf
17-18 Cash Flow BCHS 17-09.pdf
17-18 Cash Flow MORCS 17-09.pdf

KEY POINTS

- *As of Month 3, Bert Corona High School and Monsenor Oscar Romero are significantly underenrolled.*
- *Expenditures for all schools have been adjusted due to underenrollment.*
- *Combined Net Income for YPICS without Prop 1D revenue is projected to be \$128K.*
- *Operating Cash on hand at June 30th is forecasted to be \$3,265K*

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast						FY 16-17 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Actual	% of Total	Total Budget	% of Total	Variance B/(W)	% Var	15-16	% of Total
LCFF	1,028,243	990,417	37,826	8,724,446	45%	9,235,004	61%	(510,558)	-6%	7,877,262	45%
Federal Revenue	742,900	773,197	(30,297)	4,257,467	22%	4,193,871	28%	63,596	1%	5,199,526	30%
State Revenue	1,330,034	120,944	1,209,089	6,093,077	32%	1,468,397	10%	4,624,681	76%	4,165,228	24%
Other Local Revenue	8,023	13,897	(5,874)	62,240	0%	67,606	0%	(5,366)	-9%	210,003	1%
Grants/Fundraising	14,684	27,550	(12,866)	51,853	0%	60,000	0%	(8,147)	-16%	55,962	0%
TOTAL REVENUE	3,123,884	1,926,005	1,197,879	19,189,084		15,024,878		4,164,206		17,507,981	
Certificated Salaries	645,178	673,965	28,787	3,381,698	23%	3,529,620	24%	147,922	4%	3,022,520	21%
Classified Salaries	408,714	373,102	(35,612)	1,899,040	13%	1,874,698	13%	(24,342)	-1%	1,714,611	12%
Benefits	404,014	440,934	36,919	1,819,839	13%	1,891,323	13%	71,483	4%	1,558,836	11%
Student Supplies	371,328	554,986	183,658	1,742,117	12%	1,795,696	12%	53,579	3%	1,636,851	11%
Operating Expenses	1,234,269	1,310,571	76,302	5,015,751	35%	5,184,243	35%	168,492	3%	6,192,779	43%
Other	127,590	100,813	(26,778)	556,140	4%	454,148	3%	(101,992)	-18%	337,168	2%
TOTAL EXPENSES	3,191,094	3,454,371	263,277	14,414,585		14,729,728		315,142		14,462,765	
INCOME / (LOSS)	(67,210)	(1,528,366)	1,461,156	4,774,499		295,150		4,479,348		3,045,216	
Less: Prop 1D revenue	(1,261,922)	0		(4,646,121)		0		(4,646,121)		(2,548,092)	
ADJ INCOME / (LOSS)	(1,329,132)	(1,528,366)	199,234	128,378		295,150		(166,773)	0	461,923	0

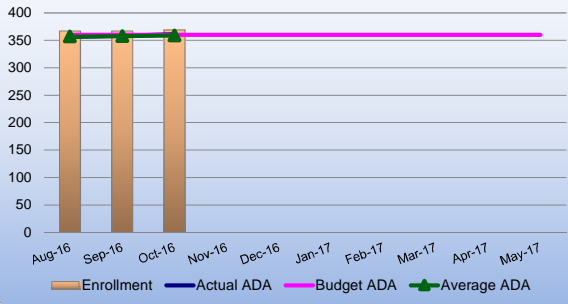
Balance Sheet	6/30/2017	8/31/2017	9/30/2017	6/30/2018 Forecast	Notes
Assets					
Cash	15,050,166	11,321,123	9,913,504	3,264,533	
Accounts Receivable	1,802,118	653,877	452,130	1,427,755	
Due From Others	222,894	93,820	127,820	230	
Other Assets	115,700	49,668	65,125	65,125	
Net Fixed Assets	7,135,382	8,713,251	9,849,658	16,507,664	
Total Assets	24,326,261	20,831,738	20,408,237	21,265,306	
Liabilities					
A/P & Payroll	2,447,080	98,333	268,909	452,175	
Due to Others	313,593	197,210	232,324	114,551	
Deferred Revenue	10,417,929	10,504,529	7,495,747	63,012	
Total Debt	3,321,092	3,395,081	4,651,899	8,034,502	
Total Liabilities	16,499,693	14,195,153	12,648,879	8,664,240	
Equity					
Beginning Fund Bal.	4,781,349	7,826,567	7,826,567	7,826,567	
Net Income/(Loss)	3,045,216	(1,189,982)	(67,210)	4,774,499	
Total Equity	7,826,565	6,636,585	7,759,357	12,601,066	
Total Liabilities & Equity	24,326,259	20,831,738	20,408,236	21,265,306	



Key Performance Indicators

- ADA vs. Budget ● Cash on Hand ●
- Net Income / (Loss) ● Year End Cash ●

2016-17 ADA & Enrollment



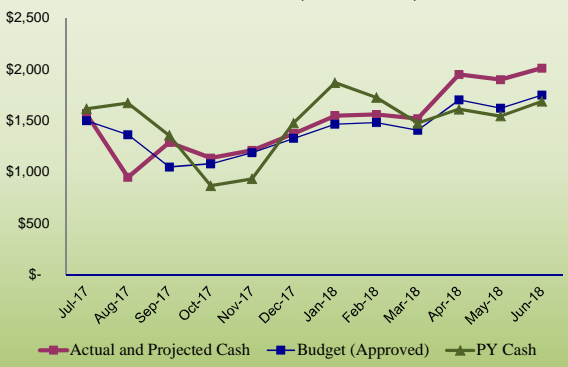
KEY POINTS

- ADA through Month 3 was 358.76 with ending enrollment of 369 students. Enrollment for future month is forecasted at 370 students with ADA of 96.5%
- Revenue is above budget by \$69K mainly due to higher projected Federal Grants revenue
- Expenses are higher than budget by \$82K
- Overall, net income is \$93K which is \$13K lower than budget.
- Cash on hand at June 30th is forecasted to be \$2,012K which represents 27% of total expense. Forecast assumes BCHS will be able to pay all outstanding debt to BCCS June 30th.

ADA Analysis						LCFF S&C Grant Factors			Revenue & Expenses per ADA		
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	369	370	373	(3)	370	Unduplicated Pupil Count	312	309	Revenue	21,330	21,657
ADA %	97.7%	97.0%	96.5%	0.5%	97.0%	3-Year Average %	86.0%	86.0%	Rev. w/o Fundraising	21,246	21,606
Average ADA	358.76	357.71	359.95	(2.23)	358.09	District UPP	83.5%	83.5%	Expense	21,038	21,398

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast					FY 17-18 Forecast without Federal grants				
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)
LCFF	415,500	408,133	7,366	3,377,676	44%	3,398,105	44%	(20,429)	3,377,676	71%	3,398,105	72%	(20,429)
Federal Revenue	721,281	749,733	(28,452)	3,497,278	45%	3,405,107	44%	92,171	536,166	11%	477,995	10%	58,171
State Revenue	53,331	52,428	903	818,489	11%	808,984	11%	9,505	818,489	17%	808,984	17%	9,505
Other Local Revenue	6,849	7,261	(413)	35,396	0%	35,326	0%	70	35,396	1%	35,326	1%	70
Grants/Fundraising	4,000	19,886	(15,886)	18,000	0%	30,000	0%	(12,000)	18,000	0%	30,000	1%	(12,000)
TOTAL REVENUE	1,200,961	1,237,442	(36,481)	7,746,838		7,677,521		69,317	4,785,727		4,750,409		35,317
Certificated Salaries	238,996	227,042	(11,955)	1,244,089	16%	1,239,236	16%	(4,853)	1,218,089	26%	1,213,236	26%	(4,853)
Classified Salaries	152,618	132,963	(19,655)	687,744	9%	668,089	9%	(19,655)	638,445	14%	618,790	13%	(19,655)
Benefits	158,474	149,747	(8,727)	639,184	8%	646,361	9%	7,178	623,371	13%	630,548	14%	7,178
Student Supplies	182,647	331,992	149,344	955,567	12%	927,473	12%	(28,095)	552,567	12%	531,473	11%	(21,095)
Operating Expenses	1,053,012	858,039	(194,973)	3,324,287	43%	3,412,034	45%	87,747	857,287	18%	972,034	21%	114,747
Other	182,119	164,620	(17,499)	803,454	10%	679,235	9%	(124,218)	803,454	17%	679,235	15%	(124,218)
TOTAL EXPENSES	1,967,868	1,864,403	(103,464)	7,654,325		7,572,428		(81,896)	4,693,213		4,645,317		(47,896)
INCOME / (LOSS)	(766,907)	(626,961)	(139,946)	92,513		105,093		(12,579)	92,513		105,093		(12,579)

Cash Balance (in \$1,000's)



Y/E Cash Balance		
Projected	Budget	Variance
2,012,423	1,748,945	263,477

Balance Sheet	6/30/2017	8/31/2017	9/30/2017	6/30/2018 Forecast	Notes
Assets					
Cash	1,689,773	948,135	1,287,995	2,012,423	
Accounts Receivable	969,435	351,402	191,824	633,464	
Due From Others	222,665	93,590	127,590	0	
Other Assets	46,785	33,566	49,024	49,024	
Net Fixed Assets	633,065	811,449	817,309	667,317	
Total Assets	3,561,723	2,238,143	2,473,742	3,362,228	
Liabilities					
A/P & Payroll	615,696	18,408	207,647	234,674	
Due to Others	38,009	44,245	45,978	48,017	
Deferred Revenue	0	0	0	0	
Total Debt	(0)	79,005	79,005	79,005	
Total Liabilities	653,705	141,658	332,631	361,696	
Equity					
Beginning Fund Bal.	2,731,571	2,908,018	2,908,018	2,908,018	
Net Income/(Loss)	176,447	(811,533)	(766,907)	92,513	
Total Equity	2,908,018	2,096,485	2,141,111	3,000,531	
Total Liabilities & Equity	3,561,723	2,238,143	2,473,742	3,362,228	
Days Cash on Hand	72	47	64	99	> 45 days is good
Cash Reserve %	20%	13%	17%	27%	



Bert Corona Charter School Financial Analysis September 2017

Net Income

Bert Corona Charter School is projected to achieve a net income of \$93K in FY17-18 compared to \$105K in the board approved budget. Reasons for this negative \$13K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2017, the school's cash balance was \$1,288K. By June 30, 2018, the school's cash balance is projected to be \$2,012K, which represents a 27.0% reserve.

As of September 30, 2017, the Accounts Receivable balance was \$192K, down from \$351K in the previous month, due to the receipt of revenue earned in FY16-17.

As of September 30, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$208K, compared to \$18K in the prior month.

As of September 30, 2017, BCCS had a debt balance of \$79K which represents Apple lease.

Income Statement

Revenue

Total revenue for FY17-18 is projected to be \$7,747K, which is \$69K or 1% over budgeted revenue of \$7,678K.

Other Federal Revenue - GEAR UP and School Climate Revenue is projected to be higher by \$34K.

Child Nutrition (Federal) – projected to be higher than budget by \$39K based on the actual CNIPS reports through September.

Expenses

Total expenses for FY17-18 are projected to be \$7,654K, which is \$82K or 1% over budgeted expenditures of \$7,572K.

GEAR UP and School Climate Expenses are projected to be higher by \$34K.

Vendor repairs projected to be lower than budget by \$108K due to reclassification as Capital repairs.

Depreciation expense is higher than budgeted by \$95K.

ADA

Budgeted average ADA for FY17-18 is 359.95 based on an enrollment of 373 and a 96.5% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



The forecast assumes an ADA of 357.71 based on an enrollment of 370 and a 97.0% attendance rate.

In Month 3, ADA was 361.00 with 369 students enrolled at the end of the month and a 98% ADA rate.

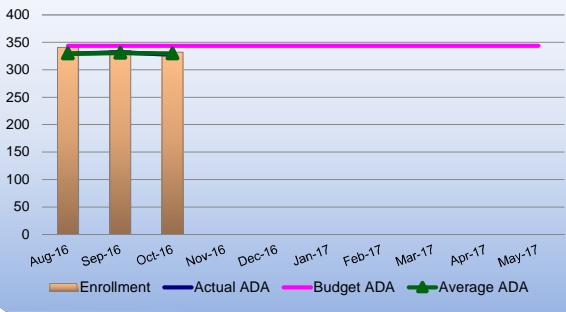
Average ADA for the year (through Month 3) is 358.80 (a 97.7% ADA rate for the year to date).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year End Cash ●

2016-17 ADA & Enrollment



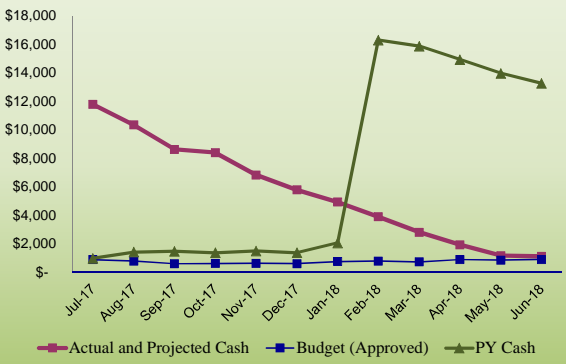
KEY POINTS

- ADA through Month 3 is 329.58 with ending enrollment of 332 students (20 below budget).
- Revenue is forecasted to be above budget by \$4,465K due Prop 1D Revenue (\$4,632K) and decrease in LCFF revenue by \$164K due to lower enrollment.
- Expenses are forecasted lower than budget by \$71K mainly due to savings in transportation costs.
- Overall, net income excluding Prop 1D forecasted to be \$32K which is \$110K lower than budget.
- Operating Cash on hand at June 30th is forecasted to be \$1,125K which represents 28%

ADA Analysis					LCFF S&C Grant Factors			Revenue & Expenses per ADA			
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	332	336	356	(20)	337	Unduplicated Pupil Count	333	314	Revenue	12,562	26,908
ADA %	98.1%	97.1%	96.5%	0.6%	97.0%	3-Year Average %	95.3%	95.4%	Rev. w/o Fundraising	12,504	26,841
Average ADA	329.58	326.31	343.54	(17.23)	324.89	District UPP	83.0%	83.0%	Expense	12,147	12,571

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast			FY 16-17 Actual		FY 15-16 Actual			
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	16-17	% of Total	15-16	% of Total
LCFF	381,990	374,656	7,334	3,125,533	36%	3,289,863	76%	(164,330)	3,042,857	46%	2,864,136	71%
Federal Revenue	16,562	16,290	272	535,414	6%	539,047	12%	(3,633)	519,912	8%	519,686	13%
State Revenue	1,261,922	47,568	1,214,354	5,088,517	58%	456,544	11%	4,631,973	2,921,202	44%	587,041	15%
Other Local Revenue	949	2,056	(1,107)	8,893	0%	10,000	0%	(1,107)	72,722	1%	53,991	1%
Grants/Fundraising	5,500	2,500	3,000	22,000	0%	20,000	0%	2,000	12,000	0%	9,585	0%
TOTAL REVENUE	1,666,923	443,070	1,223,854	8,780,357		4,315,454		4,464,904	6,568,693		4,034,440	
Certificated Salaries	200,593	212,997	12,404	1,082,388	26%	1,108,680	27%	26,291	1,034,251	27%	956,919	27%
Classified Salaries	104,107	107,231	3,124	561,628	14%	570,235	14%	8,607	502,618	13%	527,426	15%
Benefits	121,781	129,084	7,303	592,814	14%	553,191	13%	(39,623)	515,379	13%	440,695	12%
Student Supplies	92,447	136,502	44,055	491,406	12%	512,007	12%	20,600	429,416	11%	462,042	13%
Operating Expenses	65,278	228,838	163,560	830,105	20%	895,096	21%	64,991	828,572	22%	733,504	21%
Other	122,465	129,819	7,353	543,661	13%	533,603	13%	(10,059)	534,686	14%	451,400	13%
TOTAL EXPENSES	706,672	944,471	237,800	4,102,003		4,172,811		70,808	3,844,921		3,571,986	
INCOME / (LOSS)	960,252	(501,402)	1,461,653	4,678,354		142,642		4,535,712	2,723,772		462,453	
Less: Prop 1D revenue	(1,261,922)	0		(4,646,121)		0			(2,548,092)		(8,856)	
ADJ INCOME / (LOSS)	(301,670)	(501,402)	199,732	32,233		142,642		(110,409)	175,680		453,597	

Cash Balance (in \$,000's)



Y/E Cash Balance		
Projected	Budget	Variance
1,124,544	894,806	229,738

Balance Sheet	6/30/2017	8/31/2017	9/30/2017	6/30/2018 Forecast	Notes
Assets					
Operating Cash	2,289,548	2,380,991	1,765,675	1,124,544	
Prop 1D Cash	10,978,123	7,982,269	6,865,207	0	
Accounts Receivable	328,502	46,845	24,394	494,743	
Due From Others	86	86	86	86	
Other Assets	28,081	4,150	4,150	4,150	
Net Fixed Assets	6,400,377	7,804,785	8,924,588	15,756,756	
Total Assets	20,024,717	18,219,127	17,584,100	17,380,279	
Liabilities					
A/P & Payroll	1,766,790	31,227	24,985	96,848	
Due to Others	47,365	59,119	58,681	65,025	
Deferred Revenue	10,417,929	10,504,529	7,495,747	63,012	
Total Debt	3,171,088	3,166,072	4,422,890	7,855,493	
Total Liabilities	15,403,172	13,760,947	12,002,303	8,080,379	
Equity					
Beginning Fund Bal.	1,897,773	4,621,545	4,621,545	4,621,545	
Net Income/(Loss)	2,723,772	(163,365)	960,252	4,678,354	
Total Equity	4,621,545	4,458,180	5,581,796	9,299,899	
Total Liabilities & Equity	20,024,717	18,219,127	17,584,099	17,380,278	

Available Line of Credit					
Days Cash on Hand	219	216	159	101	> 45 days is good
Cash Reserve %	60%	59%	43%	28%	





Monsenor Oscar Romero Charter School Financial Analysis September 2017

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of \$4,678K in FY17-18 compared to \$143K in the board approved budget. Reasons for this positive \$4,536K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2017, the school's operating cash balance was \$1,766K. By June 30, 2018, the school's operating cash balance is projected to be \$1,125K, which represents a 28.0% reserve.

As of September 30, 2017, the Accounts Receivable balance was \$24K, down from \$47K in the previous month, due to the receipt of revenue earned in FY16-17.

As of September 30, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$25K, compared to \$31K in the prior month.

As of September 30, 2017, MORCS had a debt balance of \$4,423K compared to \$3,166K in the prior month.

Income Statement

Revenue

Total revenue for FY17-18 is projected to be \$8,780K, which is \$4,465K or 0% over budgeted revenue of \$4,315K.

Local Control Funding Formula, is projected to be under budget by \$23K due to lower than projected ADA.

Other Local Revenue is projected to be over budget by \$4,632K due to Prop 1D revenue.

Expenses

Total expenses for FY17-18 are projected to be \$4,102K, which is \$71K or 0% under budgeted expenditures of \$4,173K.

Object 3401 – Health & Welfare Costs is projected to be \$40K below budget based on the first 4 month of run rates.

Object 5812 – Field Trips / Transportations is projected to be below budget by \$68K due to reduction bus services from 2 to 1.

ADA

Budgeted average ADA for FY17-18 is 343.54 based on an enrollment of 356 and a 96.5% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



The forecast assumes an ADA of 326.31 based on an enrollment of 336 and a 97.1% attendance rate.

In Month 3, ADA was 327.40 with 332 students enrolled at the end of the month and a 98% ADA rate.

Average ADA for the year (through Month 3) is 329.60 (a 98.1% ADA rate for the year to date).

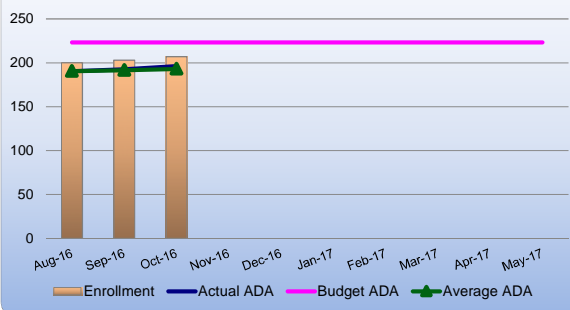
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (September 2017)

Key Performance Indicators

- ADA vs. Budget ● Cash on Hand ●
- Net Income / (Loss) ● Year End Cash ●

2016-17 ADA & Enrollment



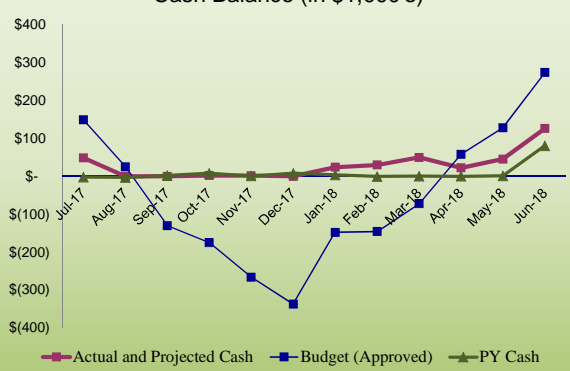
KEY POINTS

- ADA through Month 3 was 193.05 with ending enrollment of 207 students. Enrollment for future month is forecasted at 206 students with ADA of 95%
- Revenue is below budget by \$370K mainly due to lower than budgeted enrollment
- Expenses are lower than budget by \$326K due to savings in salaries, benefits and supplies
- Overall, net income is \$4K which is \$44K lower than budget.
- Cash on hand at June 30th is forecasted to be \$126K which represents 5% of total expense. Forecast assumes that Accrued PCSGP Revenue of \$235K will be received prior to June 30th and BCHS will be able to pay all outstanding debt to BCCS June 30th.

ADA Analysis						LCFF S&C Grant Factors			Revenue & Expenses per ADA		
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	207	206	235	(29)	150	Unduplicated Pupil Count	198	174	Revenue	13,581	13,677
ADA %	95.9%	95.4%	95.0%	0.4%	95.0%	3-Year Average %	85.5%	85.7%	Rev. w/o Fundraising	13,536	13,616
Average ADA	193.05	194.63	223.25	(28.62)	143.52	District UPP	84.0%	84.0%	Expense	13,368	13,658

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast					FY 16-17 Actual		FY 15-16 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	16-17	% of Total	15-16	% of Total
LCFF	230,753	207,627	23,126	2,221,238	83%	2,547,037	84%	(325,799)	1,599,312	79%	676,748	43%
Federal Revenue	5,057	7,174	(2,117)	224,775	8%	249,718	8%	(24,943)	183,837	9%	572,345	37%
State Revenue	14,781	20,949	(6,168)	186,072	7%	202,869	7%	(16,797)	204,673	10%	52,387	3%
Other Local Revenue	225	4,580	(4,355)	17,950	1%	22,280	1%	(4,330)	27,841	1%	7,061	0%
Grants/Fundraising	5,184	5,164	20	11,853	0%	10,000	0%	1,853	15,615	1%	253,098	16%
TOTAL REVENUE	256,000	245,493	10,507	2,661,888		3,031,903		(370,015)	2,031,277		1,561,639	
Certificated Salaries	150,515	185,021	34,506	853,432	32%	986,084	33%	132,652	590,041	31%	357,546	26%
Classified Salaries	74,521	63,549	(10,973)	343,865	13%	338,679	11%	(5,186)	273,097	14%	176,570	13%
Benefits	90,707	122,698	31,991	432,532	16%	532,188	18%	99,656	305,707	16%	141,881	10%
Student Supplies	95,097	79,664	(15,433)	280,938	11%	343,905	12%	62,967	180,983	10%	423,457	30%
Operating Expenses	38,529	111,404	72,875	421,897	16%	431,383	14%	9,487	264,990	14%	200,968	14%
Other	67,185	84,109	16,924	325,594	12%	352,249	12%	26,655	271,462	14%	96,050	7%
TOTAL EXPENSES	516,555	646,445	129,890	2,658,257		2,984,488		326,231	1,886,279		1,396,471	
INCOME / (LOSS)	(260,555)	(400,951)	140,396	3,631		47,415		(43,784)	144,998		165,168	

Cash Balance (in \$,000's)



Y/E Cash Balance		
Projected	Budget	Variance
126,417	274,342	(147,924)

Balance Sheet	6/30/2017	8/31/2017	9/30/2017	6/30/2018 Forecast	Notes
Assets					
Cash	81,025	55	229	126,417	09/30: PCSGP \$225K
Accounts Receivable	504,182	255,630	235,912	299,548	
Due From Others	0	0	0	0	
Other Assets	23,862	1,375	1,375	1,375	
Net Fixed Assets	77,383	73,609	74,603	57,183	
Total Assets	686,451	330,669	312,118	484,523	
Liabilities					
A/P & Payroll	11,224	(1,609)	(2,000)	82,376	
Due to Others	228,219	93,846	127,665	1,508	
Deferred Revenue	0	0	0	0	
Total Debt	150,004	150,004	150,004	100,004	
Total Liabilities	389,447	242,241	275,669	183,888	
Equity					
Beginning Fund Bal.	152,006	297,004	297,004	297,004	
Net Income/(Loss)	144,998	(208,576)	(260,555)	3,631	
Total Equity	297,004	88,428	36,449	300,635	
Total Liabilities & Equity	686,451	330,669	312,118	484,523	

Days Cash on Hand	16	0	0	18	> 45 days is good
Cash Reserve %	4%	0%	0%	5%	





Bert Corona Charter High School Financial Analysis September 2017

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$4K in FY17-18 compared to \$47K in the board approved budget. Reasons for this negative \$44K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2017, the school's cash balance was \$K. By June 30, 2018, the school's cash balance is projected to be \$126K, which represents a 5.0% reserve.

As of September 30, 2017, the Accounts Receivable balance was \$236K, with no changes from the prior month.

As of September 30, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$-2K.

As of September 30, 2017, BCHS had a debt balance of \$150K compared to \$150K in the prior month. Due to Bert Corona balance is \$128K.

Income Statement

Revenue

Total revenue for FY17-18 is projected to be \$2,662K, which is \$370K or 12% under budgeted revenue of \$3,032K.

Local Control Funding Formula - State Aid, is projected to be under budget by \$326K due to lower projected ADA.

Object 8291 – Title I revenue is projected to be lower than budget by \$21K due to lower enrollment.

Object 8311 – SPED AB602 Revenue is projected to be lower than budget by \$14K due to lower enrollment.

Expenses

Total expenses for FY17-18 are projected to be \$2,658K, which is \$326K or 11% under budgeted expenditures of \$2,984K.

Certificated Salaries, are projected to be under budget by \$133K.

STRS expenses, are projected to be under budget by \$21K, due to lower teacher salaries.

H&W Expenses is projected to be above budget by \$84K.

Many supply expenditures are projected to be under budget due to lower projected enrollment. Most significantly:

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.



Object 4110, Textbooks, is projected to be under budget by \$23K

Object 4400, Non Capitalized Equipment, is projected to be under budget by \$38K

ADA

Budgeted average ADA for FY17-18 is 223.25 based on an enrollment of 235 and a 95.0% attendance rate.

The forecast assumes an ADA of 194.63 based on an enrollment of 206 and a 95.4% attendance rate.

In Month 3, ADA was 196.20 with 207 students enrolled at the end of the month and a 96% ADA rate.

Average ADA for the year (through Month 3) is 193.10 (a 95.9% ADA rate for the year to date).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.

**YPI Charter Schools
Check Register
From 07/1/2017 to 09/30/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
ANGIE ANGUIANO	304639	8/18/2017	08/15/17 - PAYROLL - A. ANGUIANO	2,457.77
WELLS FARGO	07/06/17 - ED	7/6/2017	R. DUENAS AUTOMATIC PAYMENT	4,852.57
WELLS FARGO	07/06/17 - ED1	7/6/2017	Y. KING-BERG AUTOMATIC PAYMENT	649.13
WELLS FARGO	07/13/17 - ED	7/13/2017	R. DUENAS AUTOMATIC PAYMENT	2,577.18
WELLS FARGO	07/19/17 - ED	7/19/2017	R. DUENAS AUTOMATIC PAYMENT	5,936.07
WELLS FARGO	07/19/17 - ED1	7/19/2017	Y. KING-BERG AUTOMATIC PAYMENT	553.44
WELLS FARGO	07/25/17 - ED	7/25/2017	R. DUENAS AUTOMATIC PAYMENT	2,041.26
WELLS FARGO	07/25/17 - ED1	7/25/2017	Y. KING-BERG AUTOMATIC PAYMENT	55.94
WELLS FARGO	08/01/17 - ED	8/1/2017	R. DUENAS AUTOMATIC PAYMENT	4,114.47
WELLS FARGO	08/01/17 - ED1	8/1/2017	Y. KING-BERG AUTOMATIC PAYMENT	1,423.38
WELLS FARGO	08/07/17 - ED	8/7/2017	Y. KING-BERG AUTOMATIC PAYMENT	5,105.30
WELLS FARGO	08/07/17 - ED1	8/7/2017	R. DUENAS AUTOMATIC PAYMENT	2,925.73
WELLS FARGO	08/11/17 - ED	8/11/2017	R. DUENAS AUTOMATIC PAYMENT	1,698.52
WELLS FARGO	08/11/17 - ED1	8/11/2017	Y. KING-BERG AUTOMATIC PAYMENT	1,604.34
WELLS FARGO	09/07/17 - ED	9/7/2017	R. DUENAS AUTOMATIC PAYMENT	6,968.95
WELLS FARGO	09/07/17 - ED1	9/7/2017	Y. KING-BERG AUTOMATIC PAYMENT	1,166.85
WELLS FARGO	09/20/17 - ED	9/20/2017	R. DUENAS AUTOMATIC PAYMENT	5,482.58
WELLS FARGO	09/20/17 - ED1	9/20/2017	Y. KING-BERG AUTOMATIC PAYMENT	1,105.91
7 LAYER IT SOLUTIONS, INC.	304640	8/24/2017	08/17- LINUX GOLD PACKAGE	1,120.00
7 LAYER IT SOLUTIONS, INC.	304640	8/24/2017	09/17- LINUX GOLD PACKAGE & MANAGEMENT SERVICE	1,120.00
7 LAYER IT SOLUTIONS, INC.	304704	9/6/2017	(1) ROUTER & INSTALLATION FOR CENTRAL OFFICE	10,501.91
7 LAYER IT SOLUTIONS, INC.	304787	9/21/2017	10/17 - LINUX SERVER GOLD PACKAGE	1,120.01
ACCREDITING COMMISSION FOR SCHOOLS	304698	8/24/2017	FY17-18 - SECOND ANNUAL INSTALLMENT OF ACCREDI	970.00
ACHIEVE 3000, INC	304641	8/24/2017	ACHIEVE 3000 - INSTALLMENT 3 FOR CONTRACT FROM	9,349.00
ADELANTE EDUCATIONAL SERVICES, INC	304522	7/21/2017	BC LCAP DEVELOPMENT, SUPPORT, AND COMPLETION	2,500.00
ADELANTE EDUCATIONAL SERVICES, INC	304522	7/21/2017	HS LCAP DEVELOPMENT, SUPPORT, AND COMPLETION	2,000.00
ADELANTE EDUCATIONAL SERVICES, INC	304522	7/21/2017	OR LCAP DEVELOPMENT, SUPPORT, AND COMPLETION	2,500.00
ADELANTE EDUCATIONAL SERVICES, INC	304522	7/21/2017	WROTE COURSE WORK FOR CLASSES AND SUBMITTED.	2,500.00
AFLAC WORLDWIDE HEAD QUARTERS	304630	8/3/2017	06/17- HEALTH PREMIUM ACC# JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS	304630	8/3/2017	06/17- HEALTH PREMIUM ACC# JBP37	1,054.46
AFLAC WORLDWIDE HEAD QUARTERS	304630	8/3/2017	06/17- HEALTH PREMIUM ACC# JBP46	510.89
AFLAC WORLDWIDE HEAD QUARTERS	304630	8/3/2017	06/17- HEALTH PREMIUM ACC#JBP42	212.70
AFLAC WORLDWIDE HEAD QUARTERS	304642	8/24/2017	07/17 - HEALTH PREMIUM ACC#JBP42	212.70
AFLAC WORLDWIDE HEAD QUARTERS	304642	8/24/2017	07/17- HEALTH PREMIUM ACC#JBP28	803.24
AFLAC WORLDWIDE HEAD QUARTERS	304642	8/24/2017	08/17- HEALTH PREMIUM ACC#JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS	304642	8/24/2017	08/17- HEALTH PREMIUM ACC#JBP42	212.70
ALL CITY ANIMAL TRAPPING	304705	9/6/2017	11/30/17- ANIMAL TRAPPING SERVICES	750.00
All City Management Services, Inc.	1030	9/18/2017	08/13 - 08/26/17 - CROSSING GUARD SERVICES	0.00
AMERICAN TRANSPORTATION SYSTEMS	304706	9/6/2017	TRANSPORTATION - PACOIMA TO CAL STATE SAN MARC	1,070.00
AMERICANA CHARTER SERVICES	304747	9/15/2017	08/18/17 - UC RIVERSIDE	525.00
AMERICANA CHARTER SERVICES	304789	9/21/2017	09/22/17 FIELD TRIP TO CSU CHANNEL ISLANDS	925.00
ANGIE ANGUIANO	304639	8/18/2017	08/15/17 - PAYROLL - A. ANGUIANO	0.00
ANTHONY N. PHAN	304503	7/13/2017	SCC TRAINING STIPEND	770.00
ANTHONY OSCAR BERKENKAMP MURALLES	304502	7/13/2017	SCC TRAINING STIPEND	525.00
APPLE FINANCIAL SERVICES	304645	8/24/2017	(105) MACBOOK AIR 13" YEAR 1 OF 3 - LEASE #42614	37,051.59
APPLE FINANCIAL SERVICES	304645	8/24/2017	(75) MACBOOK AIR 13" - YEAR 1 OF 3 - LEASE #426313	26,465.42
APPLE INC.	304523	7/21/2017	APPLE TV 32 GB-USA	162.04
APPLE INC.	304523	7/21/2017	RECYCLE FEES	1,969.24
APPLE INC.	304576	7/31/2017	RECYCLE FEES	33,527.54
APPLE INC.	304644	8/24/2017	(5) 13 INCH MACBOOK PRO	6,911.19
APPLE INC.	304644	8/24/2017	(5) APPLECARE FOR MB 13'	865.65
APPLE INC.	4449800309	8/7/2017	APPLE CARE FOR (16) MACBOOKS	2,770.08
APPLE INC.	4450109330	8/7/2017	(16) MACBOOK PRO LAPTOPS	22,115.81
APRIL STRAWN	304638	8/4/2017	08/04/17 - PAYROLL	215.86
AQUARIUM OF THE PACIFIC	304524	7/21/2017	06/19/17 - SELF GUIDE CHILD - JAMES MONROE HS	252.00
ASSETGENIE, INC.	304646	8/24/2017	PLASTIC BOTTOM COVER, KEYBOARD AND TOUCHPAD	64.90
ASSETGENIE, INC.	304748	9/15/2017	AC ADAPTER 19V 3.42A	24.45
ASSETGENIE, INC.	304820	9/28/2017	(2) PLASTIC LCD BEZEL BLACK, HINGE RIGHT, PLASTIC	97.70
ASSETGENIE, INC.	304820	9/28/2017	AC ADAPTER 19V, PLASTIC LCD BEZEL, PALM REST WIT	139.70
ASSETGENIE, INC.	304820	9/28/2017	ACER C740 LCD BEZEL, ACER C740 HINGE RIGHT	57.35
ASSETGENIE, INC.	304820	9/28/2017	ACER C740 LCD TOP COVER, ACER C740 HINGE RIGHT	57.35
ASSETGENIE, INC.	304820	9/28/2017	PLASTIC BOTTOM COVER, PALM REST WITH KEYBOARD	106.80
ASSETGENIE, INC.	304820	9/28/2017	PLASTIC PAL REST WITH KEYBOARD, AC ADAPTER 19V	124.75
AT&T	304525	7/21/2017	05/22 - 06/21/17- FAX 213 427-2950 067 9	171.63
AT&T	304647	8/24/2017	06/22 - 07/21/17 - FAX 213 427-2950 067 9 & LATE CHA	185.04
AT&T	304749	9/15/2017	07/22 - 08/21/17 FAX# 213 4272950 067 9	177.05
AT&T MOBILITY	304526	7/21/2017	05/20 - 06/19/14 - TELEPHONE SERVICE	1,664.98
AT&T MOBILITY	304577	7/31/2017	05/20 06/19/17- CELL PHONE SERVICES	1,664.98

**YPI Charter Schools
Check Register
From 07/1/2017 to 09/30/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
AT&T MOBILITY	304648	8/24/2017	06/20 -07/19/17- CELL PHONE SERVICES # 2872544643	1,935.24
AT&T MOBILITY	304750	9/15/2017	07/20 - 08/19/17- CELL PHONE ACC#287254464371	1,664.26
BARNES & NOBLE, INC.	304528	7/21/2017	BOOKS- POSITIONING:THE BATTLE FOR YO	32,821.13
BARNES & NOBLE, INC.	304707	9/6/2017	BOY IN THE STRIPED PAJAMAS	5,956.02
BARNES & NOBLE, INC.	304707	9/6/2017	CALL OF THE WILD: CAMPFIRE GRAPHIC NOVEL	4,786.36
BARNES & NOBLE, INC.	304821	9/28/2017	(125) TO KILL A MOCKINGBIRD	1,629.89
BARNES & NOBLE, INC.	304821	9/28/2017	(3) FALLEN (BLUFORD HIGH SERIES 11)	3,022.33
BASKETBALL HOOPS UNLIMITED	304790	9/21/2017	(4) BASKETBALL HOOPS INCLUDING POLE PADS	6,432.00
BETTER 4 YOU MEALS, INC.	304529	7/21/2017	06/01 - 06/23/17 - STUDENTS BREAKFAST, LUNCH, ANI	3,880.00
BETTER 4 YOU MEALS, INC.	304649	8/24/2017	07/17/17 TO 07/31/17- STUDENTS BREAKFAST AND LUN	5,679.20
BETTER 4 YOU MEALS, INC.	304649	8/24/2017	07/25 -07/26/17- STUDENTS BREAKFAST AND LUNCH	583.20
BETTER 4 YOU MEALS, INC.	304751	9/15/2017	06/10/17 - FOOD FOR 8TH GRADE GRADUATION	4,570.50
BETTER 4 YOU MEALS, INC.	304751	9/15/2017	06/17- USDA FOODS CREDIT (\$24.90)	30,261.35
BETTER 4 YOU MEALS, INC.	304751	9/15/2017	08/09 - 08/31/17 -STUDENTS BREAKFAST, LUNCH AND !	15,242.70
BETTER 4 YOU MEALS, INC.	304751	9/15/2017	08/17- STUDENTS BREAKFAST LUNCH AND SNACKS	36,721.97
BROOKS TRANSPORTATION INC	304579	7/31/2017	ROUND TRIP BUS. MONROE TO USC/SCIENCE CENTER. .	395.00
BROOKS TRANSPORTATION INC	304580	7/31/2017	ROUND TRIP BUS. MONROE TO SANTA MONICA CITY CC	395.00
BROOKS TRANSPORTATION INC	304581	7/31/2017	ROUND TRIP BUS. MONROE TO GETTY VILLA. JUNE 16T	395.00
BROOKS TRANSPORTATION INC	304582	7/31/2017	ROUND TRIP BUS. MONROE TO AQUARIUM OF PACIFIC/	495.00
BROOKS TRANSPORTATION INC	304708	9/6/2017	SHUTTLE FROM VAUGHN LEARNING CENTER - EL CARIS	1,575.00
BROOKS TRANSPORTATION INC	304709	9/6/2017	PANORAMA HIGH SCHOOL - HIKING FIELD TRIP	700.00
BROOKS TRANSPORTATION INC	304710	9/6/2017	TRANSPORTATION FROM BCCHS TO UC RIVERSIDE	1,755.00
CA DEPARTMENT OF EDUCATION	304712	9/6/2017	FY 16-17- TITLE II OVER PAYMENT TO SCHOOL	74.00
CALIFORNIA CHARTER SCHOOLS ASSOCIATION	304584	7/31/2017	16-17 SUPPORT SERVICES/ PROFESSIONAL DEVELOPME	9,400.00
CALTAC-PBIS, INC.	304531	7/21/2017	FY 16/17 - DW- PBIS TRAINING	21,350.00
CENTER FOR TRANSFORMATIVE TEACHER TRAINI	304533	7/21/2017	8/2/16- CLIMATE AND CULTURE TRAINING	4,840.00
CHARTER LIFE	304489	7/7/2017	25% OF FSA ELECTIONS FOR DEBIT CARD ISSUANCE	5,291.50
CHARTER LIFE	304651	8/24/2017	08/17 - HEALTH PREMIUM	77,427.71
CHARTER LIFE	304711	9/6/2017	08/17 - FSA ADMIN FEE	140.00
CHARTER LIFE	304711	9/6/2017	09/17 - HEALTH PREMIUM	71,713.93
CHARTER LIFE	304711	9/6/2017	09/17- FSA ADMIN FEE	140.00
CHARTER LIFE	304782.	9/15/2017	MANUAL CHECK	3,318.90
CHARTER LIFE	304822	9/28/2017	10/17 - FSA ADMIN FEE	140.00
CHARTERSAFE	304652	8/24/2017	08/17 WORKERS' COMPENSATION PREMIUM	8,628.00
CHARTERSAFE	304652	8/24/2017	FY 17/18- INSURANCE PREMIUM- 25% DEPOSIT	25,883.00
CHARTERSAFE	304752	9/15/2017	09/17 - WORKERS' COMPENSATION PREMIUM	8,627.99
CHARTERSAFE	304752	9/15/2017	FY 16-17 - WORKERS' COMPENSATION AUDIT	17,273.01
CHRISTIAN AVILA	304491	7/13/2017	SCC TRAINING STIPEND	1,295.00
CHRISTINE MARIANO	304813	9/22/2017	09/27 - 09/29/17 - PBIS CONFERENCE - PER DIEM	155.25
CHRISTOPHER JAIME	304786.	9/15/2017	MANUAL CHECK	428.85
COMPREHENSIVE THERAPY ASSOCIATES, INC.	304585	7/31/2017	06/17 - COUNSELING	807.50
COMPREHENSIVE THERAPY ASSOCIATES, INC.	304653	8/24/2017	05/11,25,16, 2017- COUNSELING	1,657.50
COMPREHENSIVE THERAPY ASSOCIATES, INC.	304653	8/24/2017	05/17 -COUNSELING	467.50
CORE INNOVATE, INC.	304622	8/1/2017	06/13, 06/14/17 - SYLMAR BIOTECH & HEALTH SUMMEF	3,000.00
CYNTHIA GARCIA	304494	7/13/2017	SCC TRAINING STIPEND	245.00
DANIEL HUMINSKI	304496	7/13/2017	SCC TRAINING STIPEND	525.00
DANNY RAMIREZ	304505	7/13/2017	SCC TRAINING STIPEND	1,015.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304654	8/24/2017	REGISTRATION RENEWAL # 7971263S21397	37.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304654	8/24/2017	REGISTRATION RENEWAL # 7971263S21398	37.00
DIANA GAMEZ	304517	7/19/2017	ARCO/AM PM - GAS	351.46
DIANA GAMEZ	304517	7/19/2017	SAM'S CLUB- CUPCAKES AND ICE FOR 8TH GRADE CULM	597.63
DIANA GAMEZ	304519	7/19/2017	2017-2018- CASH ADVANCE FOR STUDENTS SUPPLIES	3,500.00
DIANA GAMEZ	304521	7/19/2017	PER DIEM FOR MEAL PROGRAM CONFERENCE TRAININC	228.00
DIANA GAMEZ	304827	9/28/2017	FOOD 4 LESS- ICE 6TH GRADE MEETING	383.06
DIANA PALOMAREZ	304575	7/31/2017	07/31/17 - PAYROLL	187.09
DICK BLICK ART MATERIALS	304586	7/31/2017	STUDENTS ART SUPPLIES	4,035.60
DICK BLICK ART MATERIALS	304632	8/3/2017	CARREL AIR DRY CLAY	839.39
DICK BLICK ART MATERIALS	304632	8/3/2017	POLY EXPANDING FILE	18.17
DICK BLICK ART MATERIALS	304632	8/3/2017	XYRON PRO LAMINATOR	334.94
DIRECTED	304534	7/21/2017	05/15 - 05/19/17 - SPECIAL ED SERVICES	1,431.65
DIRECTED	304534	7/21/2017	05/29 - 06/01/17 - SPECIAL ED SERVICES	550.00
DIRECTED	304534	7/21/2017	06/02/17 - SPECIAL ED SERVICES	24.72
DIRECTED	304534	7/21/2017	06/12 - 06/16/17 - SPECIAL ED SERVICES	459.00
DIRECTED	304534	7/21/2017	06/13 - 06/14/17 - SPECIAL ED SERVICES	74.16
DIRECTED	304534	7/21/2017	06/19 - 06/23/17 - SUBSTITUTE SERVICES	840.00
DIRECTED	304534	7/21/2017	06/20 - 06/22/17 - PSYCHOLOGIST SERVICES	592.25
DIRECTED	304534	7/21/2017	06/20/17 SUBSTITUTE SERVICES	147.00
DIRECTED	304587	7/31/2017	06/12-06/16/17- SUBSTITUTE SERVICES - BC	868.00
DIRECTED	304587	7/31/2017	06/5/ -06/9/17 - SUBSTITUTE SERVICES	4,782.00

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DIRECTED	304655	8/24/2017 07/10 - 07/14/17	- PSYCHOLOGIST SERVICES	2,369.85
DIRECTED	304655	8/24/2017 07/20-	SPECIAL ED SERVICES	345.00
DIRECTED	304713	9/6/2017 07/18 - 07/21/17-	SUBSTITUTE SERVICES	720.00
DIRECTED	304713	9/6/2017 08/09 - 08/11/17-	SUBSTITUTE SERVICES	636.00
DIRECTED	304713	9/6/2017 08/3/17-	OT SERVICES	9.20
DIRECTED	304713	9/6/2017 08/9 - 8/11/17-	SUBSTITUTE SERVICES	768.20
DIRECTED	304753	9/15/2017 08/09 - 08/11/17 -	SPECIAL ED SERVICE	1,932.00
DIRECTED	304753	9/15/2017 08/14 - 08/18/17 -	SUBSTITUTE SERVICES	1,484.00
DIRECTED	304753	9/15/2017 08/21 - 08/25/17-	SUBSTITUTE SERVICES	2,332.00
DIRECTED	304793	9/21/2017 08/14 - 08/18/17 -	SPECIAL ED SERVICES	956.30
DIRECTED	304793	9/21/2017 08/14 -08/17/17	SUBSTITUTE SERVICES	2,498.00
DIRECTED	304793	9/21/2017 08/21 - 08/25/17 -	SUBSTITUTE SERVICES	2,498.00
DIRECTED	304793	9/21/2017 08/22/17 -	SUBSTITUTE SERVICES	424.00
DIRECTED	304793	9/21/2017 08/25/17 -	SPECIAL ED SERVICE	48.30
DIRECTED	304823	9/28/2017 08/28 - 09/01/17 -	SUBSTITUTE SERVICES	2,615.00
DIRECTED	304823	9/28/2017 09/05 - 09/08/17-	SUBSTITUTE SERVICES	1,060.00
DIRECTED	304823	9/28/2017 09/07 - 09/08/17-	SUBSTITUTE SERVICES	1,060.00
DIRECTED	304823	9/28/2017 09/12 - 09/14/17 -	SUBSTITUTE SERVICES	636.00
DIRECTED	304823	9/28/2017 09/13 - 09/15/17 -	SUBSTITUTE SERVICES	636.00
DISCOVERY CHARTER PREPARATORY SCHOOL	304588	7/31/2017	REIMBURSEMENT OF PSAT 9'S SPRING 2017 47 STUDEN	470.00
DOWNTOWN MINI WAREHOUSE, LLP	304656	8/24/2017 08/17-	STORAGE RENT	350.00
DOWNTOWN MINI WAREHOUSE, LLP	304754	9/15/2017	LATE FEES	417.00
DV WAREHOUSE, INC	304824	9/28/2017 (7)	A1436 AC ADAPTER 45W MAGSAFE 2 FOR MACBOOK	592.88
EDUCATIONAL EQUITY FOR ALL	304535	7/21/2017	SPED WORKSHOPS FOR TEACHERS	9,000.00
EMILY CHRISTINE RAMIREZ	304504	7/13/2017	SCC TRAINING STIPEND	1,015.00
EMILY ROQUE	304506	7/13/2017	SCC TRAINING STIPEND	280.00
EMILY ROQUE	304515	7/13/2017	PER DIEM FOR GEAR UP TRAINING IN NY	232.00
EMPLOYMENT DEVELOPMENT DEPARTMENT	07/26/17 - SUI	7/26/2017 Q2 - 2017 -	SUI PAYMENT	633.99
ENOME, INC DBA GOALBOOK	304536	7/21/2017	TOOLKIT SPECIAL EDUCATION MEMBERSHIP 2017/2018	4,000.00
ERIN WAKEFIELD	304568	7/21/2017	STUDENTS SUPPLIES FOR CLASSROOM	105.36
EXED	304629	8/2/2017 07/17 -	MANAGEMENT CONTRACT FEE	20,025.84
FRANCHISE TAX BOARD	304621	8/1/2017 570871498 -	V LECOMTE	734.45
FRANCISCO TOPETE	304566	7/21/2017 06/16 - 06/30/17-	MAINTENANCE SERVICES	1,199.00
FRANCISCO TOPETE	304693	8/24/2017 07/10 - 07/14/17	MAINTENANCE SERVICES	65.00
FRANCISCO TOPETE	304693	8/24/2017 07/16 - 07/31/17 -	MAINTENANCE SERVICES (6 DAYS)	78.00
FRANCISCO TOPETE	304693	8/24/2017 08/01 - 08/15/17-	MAINTENANCE SERVICE	143.00
FRANCISCO TOPETE	304693	8/24/2017	RENTAL OF RUG DOCTOR /FOR CLEANING CARPET	35.92
FRANCISCO TOPETE	304693	8/24/2017	SHAMPOO CARPET & MAINTENANCE SERVICE	720.00
FRANCISCO TOPETE	304693	8/24/2017	STRIPPING/WAXING ADMINISTRATION BUILDING	1,248.00
FRANCISCO TOPETE	304693	8/24/2017	WASHING/POWER LUNCH AREA, MEALS BAGS, WALK W,	1,440.00
FRANCISCO TOPETE	304775	9/15/2017 08/16 - 08/31/17 -	MAINTENANCE SERVICE	156.00
FRANCISCO TOPETE	304775	9/15/2017	CLOROX CLEAN-UP	9.24
FRANCISCO TOPETE	304775	9/15/2017	WASHING RAMPS, WALK WAYS, DEEP CLEANING OF CL/	1,248.00
FRANCISCO TOPETE	304842	9/28/2017 09/01 - 09/15/17-	MAINTENANCE SERVICES	1,090.00
FREDDY ZEPEDA	304781	9/15/2017	SCIENCE LESSON PLANS BUNDLE 5E MODEL LESSON PL	336.75
FRESH START MEALS, INC.	304537	7/21/2017 06/17-	JANITORIAL SERVICE	3,450.00
FRESH START MEALS, INC.	304794	9/21/2017 08/17 -	JANITORIAL SERVICES	3,150.00
FRONTIER	304538	7/21/2017 06/13 - 07/12/17-	FAX #818 834-8075-070105-5	211.42
FRONTIER	304657	8/24/2017 07/13 - 8/12/17 -	FAX 818 834-8075-070105-5	221.92
FRONTIER	304714	9/6/2017 08/17 - 09/12/17-	FAX 818 834-8075-070105-5	222.18
FRONTIER	304825	9/28/2017 09/13 - 10/12/17 -	FAX 818-834-8075-070105-5	215.94
GABRIELLE AQUINO	304806	9/22/2017 09/27 - 09/29/17 -	PBIS CONFERENCE - PER DIEM	155.25
GKKWORKS	1031	9/18/2017 07/17 -	SERVICES RENDERED	0.00
GREEN ECONOMIE	304591	7/31/2017	PROP 39 BENCHMARKING, UTILITY GATHERING, ENERG	6,500.00
GREEN ECONOMIE	304591	7/31/2017	UTILITY INCENTIVE APPLICATION, INSPECTION FEE FC	1,717.39
GREEN WORKS DEVELOPMENT	304574	7/25/2017	CONCRETE SLABS FOR SHEDS / AFTER SCHOOL STAFF I	19,314.00
GREEN WORKS DEVELOPMENT	304574	7/25/2017	NEW CONCRETE COURT FOUNDATION PAD 55FT BY 90F	49,150.00
GREEN WORKS DEVELOPMENT	304659	8/24/2017	DECOMPOSED GRANITE PATHWAY, IRRIGATION / VALV	9,341.89
GREEN WORKS DEVELOPMENT	304659	8/24/2017	INSTALLATION: SHEDS/ ELECTRICAL, INSULATION, FLO	18,600.40
GREEN WORKS DEVELOPMENT	304659	8/24/2017	TACKABLE BOARDS ROOMS 10 AND 11	7,663.88
GREEN WORKS DEVELOPMENT	304715	9/6/2017	PEDESTRIAN, STAFF ENTRY, AND BLEACHERS FENCING	9,260.00
GREEN WORKS DEVELOPMENT	304755	9/15/2017	CEILING TILE AND COMMODOE /FLUSH VALVE	1,776.00
GREEN WORKS DEVELOPMENT	304828	9/28/2017	GUTTERS	500.00
GREEN WORKS DEVELOPMENT	304828	9/28/2017	REROUTE WATER LINE & BASKETBALL HOOPS	5,367.00
GREEN WORKS DEVELOPMENT	304828	9/28/2017	TREE REMOVAL AND PRUNING, BUILDING REPAIRS, FIE	5,453.79
GREEN WORKS DEVELOPMENT	304828	9/28/2017	WIRING AND POURING CONCRETE FOR GATES	6,443.17
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304623	8/1/2017	PAINTER'S MASKING TAPE	41.84
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304623	8/1/2017	PROCTOR SILEX COFFEE DISPENSER	228.97
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304660	8/24/2017	FILE FOLDERS, POST-ITS	338.06

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HD SUPPLY FACILITIES MAINTENANCE, LTD.	304716	9/6/2017	POST-IT FLAGS	121.33
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304716	9/6/2017	POST-IT NOTES	72.01
HESS AND ASSOCIATES, INC.	304592	7/31/2017	Q4 - FY 16/17- RETIREMENT REPORT	97.50
HESS AND ASSOCIATES, INC.	304592	7/31/2017	Q4 - FY16/17- RETIREMENT REPORT	182.50
HITECH WIRELESS	304661	8/24/2017	RADIO REPAIR KITS (8)	47.42
HITECH WIRELESS	304717	9/6/2017	VERTEX VHF RADIO	339.90
HITECH WIRELESS	304829	9/28/2017	(2) VERTEX VHF RADIO	339.90
HOME DEPOT CREDIT SERVICES	304539	7/21/2017	GARDEN PLANTS	314.08
HOME DEPOT CREDIT SERVICES	304593	7/31/2017	COMPRESSOR	2,158.76
HOME DEPOT CREDIT SERVICES	304756	9/15/2017	MACHINE RENTAL FOR CLEANING CARPET	2,873.37
ILLUMINATE EDUCATION, INC.	304594	7/31/2017	ILLUMINATE DATA AND ASSESSMENT MANAGEMENT SY	13,213.51
IMPACT CANINE SOLUTIONS	304540	7/21/2017	06/08/17 - CANINE SERVICES	180.00
IMPACT CANINE SOLUTIONS	304757	9/15/2017	08/22/17 - CANINE SERVICES	180.00
IMPACT CANINE SOLUTIONS	304757	9/15/2017	08/29/17 - CANINE SERVICES	180.00
INLAND MECHANICAL SERVICES	304541	7/21/2017	AC - MATERIAL	460.00
INLAND MECHANICAL SERVICES	304541	7/21/2017	AC- MATERIALS	460.00
ITSAVVY LLC	304595	7/31/2017	EPSON POWERLITE W29 LCD PROJECTOR -	4,630.56
ITSAVVY LLC	304595	7/31/2017	HP LASERJET PRO M402DN PRINTER - MONOCHROME -	2,339.40
ITSAVVY LLC	304636	8/3/2017	MCAFFEE ENDPOINT PROTECTION SECURE SCHOOLS SU	236.00
ITSAVVY LLC	304718	9/6/2017	ACER CROMEBOOK WARRANTY - PARTS	2,569.80
ITSAVVY LLC	304718	9/6/2017	ADOBE CREATIVE CLOUD K12 SITE	6,008.67
ITSAVVY LLC	304718	9/6/2017	CHROME BOOK - WHITE GLOVE	16,527.60
ITSAVVY LLC	304718	9/6/2017	GOOGLE CHROME OS MANAGEMENT CONSOLE LICENSE	1,994.40
ITSAVVY LLC	304758	9/15/2017	(11) CRUCIAL DDR3 COMPUTER MEMORY	2,585.19
ITSAVVY LLC	304758	9/15/2017	(20) CRUCIAL DDR2 COMPUTER MEMORY	2,877.92
J.A.C.C	304571	7/25/2017	08/17 - RENT	9,000.00
J.A.C.C	304702	8/29/2017	09/17 - RENT	9,000.00
J.A.C.C	304818	9/26/2017	10/17 - RENT	9,000.00
JAMF SOFTWARE, LLC.	304542	7/21/2017	FY 17/18 - EDU - JAMF PRO (CASPER SUITE) FOR MACO	17,563.00
JAMF SOFTWARE, LLC.	304596	7/31/2017	CERTIFIED CASPER TECHNICIAN (CCT) COURSE, 171-12	2,500.00
JAQUELINE MORA	304501	7/13/2017	SCC TRAINING STIPEND	735.00
JAQUELINE MORA	304602	7/31/2017	MEALS DURING PBIS TIER II ACADEMY TRAINING IN HL	192.00
JENNIFER I. OBANDO-SALGUERO	304553	7/21/2017	06/12/17 - SLD - INITIAL EVALUATION	1,000.00
JENNIFER I. OBANDO-SALGUERO	304553	7/21/2017	06/14/17 - PSYCHOLOGICAL RE-EVALUATION	1,200.00
JOANNA MARTINEZ	304601	7/31/2017	06/06/17 - PICKING UP SUPPLY FROM MORCS TO BERT	18.93
JOANNA MARTINEZ	304601	7/31/2017	WENT TO MONSEOR TO PICK UP SCHOOL SUPPLY FOF	18.93
JOHN TRACY CLINIC	304662	8/24/2017	09/27/17 - FACILITES RENTAL - COP MEETING	450.00
JOSE CASTILLO	304532	7/21/2017	STARBUCKS- COFFEE TRAVELERS (CULMINATION)	94.23
JOSE CASTILLO	304532	7/21/2017	U-HAUL- TRUCK RENTAL MOVE FURNITURE FROM WARI	92.98
JOSE CASTILLO	304583	7/31/2017	AMAZON-BLACK AND WHITE TAPE FOR LABEL	6.21
JOSE CASTILLO	304583	7/31/2017	VON'S- TRASH BAGS FOR RETREAT	134.19
JOSE CASTILLO	304810	9/22/2017	09/27 - 09/29/17 -PBIS CONFERENCE - PER DIEMS	155.25
JUAN CARLOS PEREZ	304609	7/31/2017	BLICK ART MATERIALS-STUDENTS FOR ART CLASS	205.33
KARINA GAMEZ	304516	7/19/2017	2017 - 2018 - CASH ADVANCE FOR STUDENTS SUPPLIES	3,000.00
KARINA GAMEZ	304589	7/31/2017	STAPLES- ENVELOPES	37.56
KELLY PAPER	304543	7/21/2017	COPY PAPER	476.11
KELLY PAPER	304663	8/24/2017	(10) COPY PAPER CASE	365.82
KELLY PAPER	304663	8/24/2017	COPY PAPER	1,285.83
KELLY PAPER	304719	9/6/2017	COLOR COPY PAPER	756.77
KELLY PAPER	304759	9/15/2017	COLOR PAPER	124.86
KELLY PAPER	304830	9/28/2017	CARDSTOCK MULTIPLE COLORS	1,414.65
KELLY PAPER	304830	9/28/2017	WHITE COPY PAPER	555.26
KEMP BROS CONSTRUCTION, INC.	1032	9/18/2017	CONSTRUCTION SERVICES - APP#07	0.00
KEVIN MYERS	304548	7/21/2017	LITTLE CAESAR'S - PIZZA FOR CASA NIGHT	108.75
KIRK TAKEYAMA	304563	7/21/2017	FOOD 4 LESS- FOOD FOR EMERGENCY TUBS	204.80
KIRK TAKEYAMA	304614	7/31/2017	COOPER HARDWARE INC- REPAIR PARTS	48.09
KIRK TAKEYAMA	304816	9/22/2017	09/027 - 09/29/17 - PBIS CONFERENCE - PER DIEM	155.25
KRAFT MUSIC LTD	304544	7/21/2017	ON-STAGE MICROPHONE STAND TWO PAKWO PACK	2,547.51
KRISTAL ROSAS	304507	7/13/2017	SCC TRAINING STIPEND	1,015.00
KY SEACAT	304508	7/13/2017	SCC TRAINING STIPEND	490.00
LA DEPT. OF WATER AND POWER	304545	7/21/2017	05/15 - 06/14/17 - WATER AND POWER CHARGES	1,504.96
LA DEPT. OF WATER AND POWER	304546	7/21/2017	05/15 - 06/14/17- ELECTRIC CHARGES	3,067.08
LA DEPT. OF WATER AND POWER	304597	7/31/2017	06/14 - 07/14/17- ELECTRIC CHARGES	2,984.30
LA DEPT. OF WATER AND POWER	304598	7/31/2017	06/14 - 07/14/17- WATER CHARGES	1,428.16
LA DEPT. OF WATER AND POWER	304720	9/6/2017	07/14 - 8/14/17- WATER CHARGES	977.37
LA DEPT. OF WATER AND POWER	304831	9/28/2017	08/14 - 09/14/17 - WATER CHARGES ACCT# 888 339 00	1,191.39
LAKESHORE LEARNING MATERIALS	304721	9/6/2017	LA819 - PAINT CUP	70.75
LAKESHORE LEARNING MATERIALS	304832	9/28/2017	(4) DB159 - JUMBO CHALK BUCKET	29.71
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	304599	7/31/2017	06/17 - LEGAL SERVICE	165.00

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LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	304664	8/24/2017	07/17- LEGAL SERVICES	6,538.50
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	304783.	9/15/2017	MANUAL CHECK	9,500.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	304796	9/21/2017	08/17 - LEGAL SERVICES	5,692.33
LORENCE SIMONSEN	304556	7/21/2017	04/05 - 06/06/17- REYES ROYALTY WATER - BOTTLED 1	65.00
LORENCE SIMONSEN	304611	7/31/2017	FEDEX-OFFICE SUPPLIES	993.03
LORI HUNT	304497	7/13/2017	SCC TRAINING STIPEND	525.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	07/31/17 - STRS	7/31/2017	07/17 - FY16/17 - STRS PAYMENT	19,455.30
LOS ANGELES COUNTY OFFICE OF EDUCATION	08/31/17 - STRS	8/31/2017	08/17 - FY17/18 - STRS PAYMENT	72,948.54
LOS ANGELES COUNTY OFFICE OF EDUCATION	09/29/17- STRS	9/29/2017	09/17 - FY17/18 - STRS PAYMENT	74,362.32
LOS ANGELES UNIFIED SCHOOL DISTRICT	304600	7/31/2017	06/23 - 06/25/17 - 2.5 -DAY OVERNIGHT PROGRAM AT (7,496.04
LOS ANGELES UNIFIED SCHOOL DISTRICT	304634	8/3/2017	09/02/16 - ADMISSIONS DAY HOLIDAY OVERTIME -DAV	631.44
LOS ANGELES UNIFIED SCHOOL DISTRICT	304665	8/24/2017	06/30 - 7/27/17 - SUMMER SCHOOL	1,081.67
LOUIS CANCHOLA	304573	7/25/2017	07/07 - 07/24/17 - PAYROLL CHECK	651.07
LUIS GIRON	304590	7/31/2017	06/17- GARDEN SERVICES	800.00
LUIS GIRON	304658	8/24/2017	07/17- GARDENING	1,000.00
LUIS GIRON	304795	9/21/2017	08/17 - GARDENING SERVICE	800.00
LUIS LEMUS	304499	7/13/2017	SCC TRAINING STIPEND	490.00
MAC TO SCHOOL	304722	9/6/2017	MD101LL/A, MACBOOK PRO 13"	19,152.78
MAJOR METROPOLITAN SECURITY	304666	8/24/2017	08/17- MONITORING SERVICE	260.00
MAJOR METROPOLITAN SECURITY	304666	8/24/2017	09/17- MONITORING SERVICES	265.00
MAJOR METROPOLITAN SECURITY	304760	9/15/2017	REINSTALLED MOTION SENSOR ROOM 11, BROKEN SEN	295.00
MAJOR METROPOLITAN SECURITY	304833	9/28/2017	10/17 - MONITORING SERVICES	260.00
MARGARET MCKINZIE	304624	8/1/2017	RALPH'S- WATER, BREAKFAST N TSA CONFERENCE	88.83
MARGARITA MERCEDES DIFRAIA	304493	7/13/2017	SCC TRAINING STIPEND	770.00
MARIA E. HERRERA	304495	7/13/2017	SCC TRAINING STIPEND	1,015.00
MARIA OTERO	304512	7/13/2017	PER DIEM FOR GEAR UP CONFERENCE IN SAN FRANCIS	218.00
MARIA PEREZ-TAPIA	304514	7/13/2017	PER DIEM FOR GEAR UP CONFERENCE IN SAN FRANCIS	223.00
MARIBEL PALAFOX	304513	7/13/2017	GEAR UP PER DIEM - CONFERENCE IN SAN FRANCISCO	223.00
MARIBEL PALAFOX	304554	7/21/2017	MILEAGE -FAFSA CONFERENCE GLENDALE (27)	41.75
MASERGY CLOUD COMMUNICATIONS, INC	304530	7/21/2017	06/17- COMMUNICATIONS SERVICES	588.60
MASERGY CLOUD COMMUNICATIONS, INC	304578	7/31/2017	03/17- COMMUNICATION SERVICES	489.96
MASERGY CLOUD COMMUNICATIONS, INC	304578	7/31/2017	04/17- COMMUNICATIONS SERVICES	707.00
MASERGY CLOUD COMMUNICATIONS, INC	304578	7/31/2017	05/17- COMMUNICATIONS SERVICES	1,413.99
MASERGY CLOUD COMMUNICATIONS, INC	304578	7/31/2017	05/17- COMMUNICATIONS SERVICES NON-ERATE	204.89
MASERGY CLOUD COMMUNICATIONS, INC	304578	7/31/2017	06/17 - COMMUNICATIONS SERVICE NON-ERATE	204.89
MASERGY CLOUD COMMUNICATIONS, INC	304631	8/3/2017	06/17- COMMUNICATIONS SERVICES	825.39
MASERGY CLOUD COMMUNICATIONS, INC	304650	8/24/2017	07/17- COMMUNICATIONS SERVICES & E-RATE DISCOU	989.03
MASERGY CLOUD COMMUNICATIONS, INC	304650	8/24/2017	07/17- COMMUNICATIONS SERVICES NON-ERATE	204.78
MASERGY CLOUD COMMUNICATIONS, INC	304791	9/21/2017	08/17 - COMMUNICATIONS SERVICE NON-ERATE	193.38
MASERGY CLOUD COMMUNICATIONS, INC	304791	9/21/2017	08/17 - COMMUNICATIONS SERVICES, E-RATE DISCOU	45.86
MASERGY CLOUD COMMUNICATIONS, INC	304791	9/21/2017	08/17- COMMUNICATIONS SERVICES, E-RATE DISCOU	943.36
MCCALLA COMPANY	304547	7/21/2017	HANDPAD & SPONGE	160.37
MCCALLA COMPANY	304667	8/24/2017	BLEACH, TISSUE, LINERS, CLEANER	145.98
MCCALLA COMPANY	304667	8/24/2017	KNOCKOUT DEFOAMER & APPLE MANIA DEODORANT	54.93
MCCALLA COMPANY	304723	9/6/2017	URINAL SCREEN W/CITRUS	136.41
MCCALLA COMPANY	304761	9/15/2017	PINE ODOR CLEANER, MOP HANDLE	34.33
MEGAN DAVIS-HITCHENS OHLSSSEN	304608	7/31/2017	TWO PROFESSIONAL DEVELOPMENT WORKSHOPS	5,000.00
NAFISA NAHRIN	304511	7/13/2017	PER DIEM FOR GEAR UP TRAINING IN NY	232.00
NEOFUNDS BY NEOPOST	304549	7/21/2017	LATE FEE	123.66
NEOFUNDS BY NEOPOST	304550	7/21/2017	POSTAGE	614.23
NEOFUNDS BY NEOPOST	304603	7/31/2017	EQUIPMENT RENTAL	742.57
NEOFUNDS BY NEOPOST	304604	7/31/2017	FINANCE CHARGE	445.75
NEOFUNDS BY NEOPOST	304669	8/24/2017	06/17 -POSTAGE, LATE & FINANCE FEES	544.27
NEOFUNDS BY NEOPOST	304670	8/24/2017	07/17 - POSTAGE	411.47
NEOFUNDS BY NEOPOST	304724	9/6/2017	07/17 - POSTAGE ACCT# 7900 0440 8000 8323	411.47
NEOFUNDS BY NEOPOST	304725	9/6/2017	FINANCE CHARGE	406.23
NEOFUNDS BY NEOPOST	304726	9/6/2017	07/17 - FINANCE CHARGES 7900 0440 8032 3235	412.96
NEOFUNDS BY NEOPOST	304762	9/15/2017	POSTAGE - ACCT# 7900 0440 8000 8323	643.64
NEOFUNDS BY NEOPOST	304797	9/21/2017	FINANCE CHARGE	210.85
NEOFUNDS BY NEOPOST	304834	9/28/2017	FINANCE CHARGE	97.01
NEOPOST USA, INC	304671	8/24/2017	08/17 -11/17 POSTAGE MACHINE RENTAL ACC#9152	81.77
NINA BOROKHIM	304808	9/22/2017	09/27 - 09/29/17 - PBIS CONFERENCE - PER DIEM	155.25
NORTHWEST EVALUATION ASSOCIATION	304552	7/21/2017	FY 17/18 - WEB-BASED MEASURES OF ACADEMIC PROG	10,615.00
OFFICE 360	304607	7/31/2017	ADJUSTABLE 3-HEIGHT FOOTREST	172.20
OFFICE 360	304607	7/31/2017	ASSORTED CANDY, INDIVIDUALLY WRAPPED	346.20
OFFICE 360	304607	7/31/2017	DRY ERASE MARKERS	52.90
OFFICE 360	304607	7/31/2017	FIRST AID KIT FOR 10 PEOPLE	75.18
OFFICE 360	304607	7/31/2017	KLEENEARTH RECYCLED SCISSORS	456.49
OFFICE 360	304607	7/31/2017	LARGE BINDER CLIPS	1,062.99

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OFFICE 360	304607	7/31/2017	LITTLE MASTERS WASHABLE TEMPERA PAINT, WHITE	19.18
OFFICE 360	304607	7/31/2017	LOW ODOR AND BOLD WRITING DRY ERASE MARKER K	1,732.21
OFFICE 360	304607	7/31/2017	RECYCLED PAPER TOWEL ROLLS	190.94
OFFICE 360	304607	7/31/2017	SELECT-A-SIZE PERFORATED ROLL TOWELS	26.15
OFFICE 360	304607	7/31/2017	TONER, MAGENTA	526.42
OFFICE 360	304607	7/31/2017	TRU-RAY CONSTRUCTION PAPER	718.54
OFFICE 360	304607	7/31/2017	WASHABLE SCHOOL GLUE	24.53
OFFICE 360	304607	7/31/2017	YELLOW ORIGINAL INK CARTRIDGE	1,013.57
OFFICE 360	304625	8/1/2017	DICTIONARY OF BASIC ENGLISH	203.26
OFFICE 360	304625	8/1/2017	RECYCLED ACADEMIC PLANNER	127.39
OFFICE 360	304625	8/1/2017	SPRING WATER & COOKIES	280.63
OFFICE 360	304625	8/1/2017	T1-30XS MULTIVIEW SCIENTIFIC CALCULATOR	237.47
OFFICE 360	304633	8/3/2017	CHEEZ-IT CRACKERS	171.96
OFFICE 360	304633	8/3/2017	MINI FASHION STAPLER	162.04
OFFICE 360	304633	8/3/2017	NATURAL SPRING WATER	37.47
OFFICE 360	304633	8/3/2017	SCOTCH-BLUE MULTI-SURFACE SAFE RELEASE PAINTER	612.38
OFFICE 360	304637	8/3/2017	BBQ POTATO CHIPS	83.98
OFFICE 360	304637	8/3/2017	BOTTLED NATURAL SPRING WATER, .5L, BOTTLES, 24/C	104.86
OFFICE 360	304637	8/3/2017	COMPOSITION BOOK, WIDE RULE	588.60
OFFICE 360	304637	8/3/2017	NATURAL SPRING WATER	24.98
OFFICE 360	304637	8/3/2017	POLY EXPANDING FILE	18.17
OFFICE 360	304637	8/3/2017	RECLOSABLE FOOD STORAGE BAGS, SANDWICH BAGS	901.10
OFFICE 360	304672	8/24/2017	MULTIFUNCTION PRINTER	762.99
OFFICE 360	304727	9/6/2017	BOTTLED NATURAL SPRING WATER	486.75
OFFICE 360	304727	9/6/2017	DRY ERASE MARKERS	25.11
OFFICE 360	304727	9/6/2017	FILE FOLDERS, 1/3 CUT ASSORTED	92.39
OFFICE 360	304727	9/6/2017	FILLER PAPER	2,262.41
OFFICE 360	304727	9/6/2017	LINER, CAN 7-10 GAL	60.47
OFFICE 360	304727	9/6/2017	NATURE VALLEY GRANOLA BARS, TRAIL MIX	283.09
OFFICE 360	304727	9/6/2017	PENS	9.22
OFFICE 360	304727	9/6/2017	RING ECONOMY VIEW BINDER, 4"	215.73
OFFICE 360	304727	9/6/2017	RUBBER BANDS	83.56
OFFICE 360	304727	9/6/2017	WIRE CUBE SHELVING SYSTEM, 15W X 15D X 15H	265.38
OFFICE 360	304784	9/15/2017	MANUAL CHECK	2,674.90
OFFICE 360	304798	9/21/2017	(1300) FILLER PAPER, COLLEGE RULE	3,464.59
OFFICE 360	304798	9/21/2017	(2) RICE KRISPIES TREATS, ORIGINAL MARSHMALLOW	621.54
OFFICE 360	304798	9/21/2017	(2)ULTRA SOFT FACIAL TISSUE	756.57
OFFICE 360	304798	9/21/2017	(220) WRITE BROS STICK BALLPOINT PEN	1,537.38
OFFICE 360	304798	9/21/2017	DRY ERASE MARKERS, CHISEL TIP	226.11
OFFICE 360	304798	9/21/2017	MATES MECHANICAL PENCILS	212.91
OFFICE 360	304798	9/21/2017	PRESSBOARD CLASSIFICATION FOLDER	52.67
OFFICE 360	304835	9/28/2017	(20) PRE-SHARPENED PENCIL DOZEN	56.59
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1033	9/18/2017	PROJECT MGMT FEE - 15/25	0.00
PBIS REWARDS	304763	9/15/2017	(375) PBIS REWARDS STUDENT LICENSE	1,262.50
PEARL ARREDONDO	304490	7/13/2017	SCC TRAINING STIPEND	770.00
PEARSON EDUCATION INC.	304728	9/6/2017	SCIENCE 2016 DIGITAL COURSEWARE (1 YEAR LI)	972.36
PETER HUANG AND LORETTA HUANG	304572	7/25/2017	08/17 - RENT	4,708.00
PETER HUANG AND LORETTA HUANG	304673	8/24/2017	06/09/17 TO 08/11/17- ELECTRICITY	1,928.74
PETER HUANG AND LORETTA HUANG	304703	8/29/2017	09/17 - RENT	4,708.00
PETER HUANG AND LORETTA HUANG	304764	9/15/2017	08/11 - 09/11/17- ELECTRICITY	894.57
PETER HUANG AND LORETTA HUANG	304819	9/26/2017	10/17 - RENT	4,708.00
PLACER COUNTY OFFICE OF EDUCATION	304674	8/24/2017	(2) Registration- 2nd Annual 2017 California PBIS Coalitio	600.00
PLANCONNECT	304799	9/21/2017	06/17 - 08/31/17 - 403B QUARTERLY FEES	100.00
PREMIER AGENDAS INC.	304765	9/15/2017	(250) FULFILLMENT AGENDA ESSENTIAL	418.99
PURE WATER OF LA	304675	8/24/2017	07/17 - WATER COOLER SERVICE	76.13
PURE WATER OF LA	304675	8/24/2017	08/17- WATER COOLER SERVICE	76.13
PURE WATER OF LA	304766	9/15/2017	09/17 - WATER COOLER SERVICES	76.48
REPUBLIC SERVICES #902	304643	8/24/2017	07/17- WASTE DISPOSAL SERVICES	1,149.21
REPUBLIC SERVICES #902	304643	8/24/2017	08/17 - WASTE DISPOSAL SERVICES	1,149.21
REPUBLIC SERVICES #902	304788	9/21/2017	09/17- WASTE DISPOSAL SERVICES	1,149.21
RIDERS EXPRESS T&C	304676	8/24/2017	08/18/17 TRANSPORT TO DOCKWEILER BEACH	1,200.00
ROSHAWNDA BOLTON	304807	9/22/2017	09/27 - 09/29/17 - PBIS CONFERENCE - PER DIEM	155.25
RUBEN DUENAS	304812	9/22/2017	09/27 - 09/29/17 - PBIS CONFERENCE - PER DIEM	155.25
RYAN EMILE BALLARD	304527	7/21/2017	LACOE- SPED CREDENTIAL ADVISEMENT REGISTRATION	250.00
SAN FERNANCO VALLEY JAPANESE LANGUAGE IN	304785	9/15/2017	MANUAL CHECK	1,900.00
SAN JOSE STATE UNIVERSITY RESEARCH FOUND	304518	7/19/2017	REGISTRATION FEE FOR PROFESSIONAL NUTRITION EC	425.00
SAN JOSE STATE UNIVERSITY RESEARCH FOUND	304677	8/24/2017	REG. FEE FOR PROFESSIONAL NUTRITION EDUCATION	425.00
SCHOLASTIC MAGAZINES	304800	9/21/2017	2017-18 - NEW YORK TIMES UPFRONT SUBSCRIPTION	219.78
SCHOOL OUTFITTERS	304729	9/6/2017	CLASSROOM ACTIVITY TABLE	322.01

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SCHOOL OUTFITTERS	304767	9/15/2017	DOUBLE-SLIDE MAGNETIC MARKER BOARD	1,259.82
SCHOOL TECH SUPPLY	304730	9/6/2017	(1) PROMETHEAN ACTIVPANEL	5,113.73
SCHOOL TECH SUPPLY	304730	9/6/2017	AC-SLIM-36 BAY SECURE CHARGING CART	4,393.60
SCHOOLMINT, INC	304679	8/24/2017	SETUP, IMPLEMENTATION TRAINING COSTS	11,000.00
SCHOOLWIDE, INC.	304678	8/24/2017	VARIOUS BOOKS FOR SFA	1,717.47
SCHOOLWIDE, INC.	304836	9/28/2017	(2) VANISHING CULTURE SAHARA BOOKS FOR SFA	15.92
SCIENTIA GROUP LLC	304555	7/21/2017	THE HOUSE ON MANGO STREET	3,193.65
SHEILA CASTRO	304492	7/13/2017	SCC TRAINING STIPEND	525.00
SHEILA CASTRO	304510	7/13/2017	PER DIEM FOR GEAR UP CONFERENCE IN SAN FRANCISCO	223.00
SHEILA CASTRO	304811	9/22/2017	09/27 - 09/29/17 - PBIS CONFERENCE - PER DIEM	155.25
SHERRI PRESTON	304610	7/31/2017	6/13/17 - LAKESHORE LEARNING STORE- SCHOOL MATE	180.12
SKY SPORTSWEAR	304557	7/21/2017	(466) T-SHIRTS FOR STAFF AND STUDENTS (CASA EVENING)	2,967.00
SKY SPORTSWEAR	304680	8/24/2017	PE SHIRTS, POLOS	1,785.00
SKY SPORTSWEAR	304680	8/24/2017	POLOS	11,374.50
SKY SPORTSWEAR	304680	8/24/2017	POLOS & PE T-SHIRTS	2,151.00
SKY SPORTSWEAR	304680	8/24/2017	POLOS & PRINT	9,952.00
SKY SPORTSWEAR	304731	9/6/2017	PE MESH SHORTS (UNIFORM)	1,346.00
SKY SPORTSWEAR	304731	9/6/2017	PE T-SHIRTS (UNIFORM)	3,923.00
SKY SPORTSWEAR	304731	9/6/2017	SWEATER (UNIFORM)	8,857.50
SKY SPORTSWEAR	304768	9/15/2017	(144) PRINT (LEFT CHEST & SLEEVE)	1,152.00
SKY SPORTSWEAR	304768	9/15/2017	(175) GILDAN ZIP HOOD UNIFORM	4,897.50
SKY SPORTSWEAR	304768	9/15/2017	(5) DESIGN T- SHIRT (I'M A CITIZEN SCHOLAR)	590.00
SOCAL OFFICE TECHNOLOGIES, INC	304558	7/21/2017	03/29 - 06/28/17- OVERAGE CHARGE # CN7355-01	2,470.57
SOCAL OFFICE TECHNOLOGIES, INC	304558	7/21/2017	06/16- 07/15/17 -BASE RATE # CN1945-02	622.08
SOCAL OFFICE TECHNOLOGIES, INC	304558	7/21/2017	06/28 - 07/27/17 - BASE RATE # CN6494-01	106.31
SOCAL OFFICE TECHNOLOGIES, INC	304612	7/31/2017	06/13/17 -07/12/17- OVERAGE CN7384-01	177.80
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	05/07/17 TO 08/06/17- OVERAGE #CN6458-01	1,299.48
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	05/12 -08/11/17 - OVERAGE #CN6461-01	813.38
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	07/16 - 08/15/17 - BASE RATE #CN1945-02	624.83
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	07/28 - 08/27/17- BASE RATE#CN6494-01	106.80
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	08/16/17 TO 09/15/17- BASE RATE #CN1945-02	624.83
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	MAINTENANCE PAPER/CUT SOFTWARE 1 YEAR	798.20
SOCAL OFFICE TECHNOLOGIES, INC	304681	8/24/2017	TAX FOR 06/13/17 -07/12/17- OVERAGE CN7384-01	16.45
SOCAL OFFICE TECHNOLOGIES, INC	304732	9/6/2017	07/13- 8/12/17 OVERAGE #7384-01	733.73
SOCAL OFFICE TECHNOLOGIES, INC	304769	9/15/2017	08/28 - 9/27/17 BASE RATE #CN6494.01	122.82
SOCAL OFFICE TECHNOLOGIES, INC	304801	9/21/2017	08/13 - 09/12/17 - OVERAGE CN7384-01	55.90
SOCAL OFFICE TECHNOLOGIES, INC	304801	9/21/2017	09/13/17 - 10/12/17 - BASE CHARGE CN7384-01	86.04
SOCAL OFFICE TECHNOLOGIES, INC	304837	9/28/2017	09/28 - 10/27/17- BASE RATE #CN6494-01	122.82
SOCIAL STUDIES SCHOOL SERVICE	304838	9/28/2017	WBSS NYSTROM NYSTROM MODERN WORLD HISTORY	1,930.84
SOS SURVIVAL PRODUCTS	304682	8/24/2017	EMERGENCY SUPPLIES - FOOD	1,200.00
Sparkletts	304559	7/21/2017	06/17 - WATER SERVICES	171.03
Sparkletts	304683	8/24/2017	07/17 - WATER SERVICES ACC# 733932716730236	47.20
Sparkletts	304683	8/24/2017	07/17- WATER SERVICES	61.14
Sparkletts	304683	8/24/2017	08/17 - WATER SERVICES ACC#733932716730236	80.27
Sparkletts	304733	9/6/2017	07/17 COOLER # 56501361218 9319	7.99
STAPLES ADVANTAGE	304734	9/6/2017	CROSS-CUT SHREDDER (PX1201)	178.08
STAPLES ADVANTAGE	304734	9/6/2017	STAPLES SPL-NMC100FA SHREDDER	176.43
STAPLES ADVANTAGE	304770	9/15/2017	(2) BRITE LINER HIGHLIGHTERS, CHISEL TIP	300.83
STAPLES ADVANTAGE	304770	9/15/2017	(2) STAPLER	49.80
STAPLES ADVANTAGE	304770	9/15/2017	(6) MANILA FILE FOLDERS	56.25
STAPLES ADVANTAGE	304770	9/15/2017	BASE NEUTRALIZER PILLOWS	45.74
STAPLES ADVANTAGE	304770	9/15/2017	FEIZY ISLETA ART SILK SHAG PILE CONTEMPORARY RUG	77.41
STAPLES ADVANTAGE	304770	9/15/2017	STAPLES SELF-ADHESIVE POP-UP NOTES	292.80
STAPLES ADVANTAGE	304802	9/21/2017	(8) VIEW BINDER WITH ROUND RINGS	215.52
STAPLES ADVANTAGE	304839	9/28/2017	(2) SMARTCUT EASYBLADE PLUS ROTARY TRIMMER RE	20.30
STONEWARE, INC.	304560	7/21/2017	FY17/18-STONEWARE LANSCHOOL K-12 SINGLE SCHOOL	958.00
STV CONSTRUCTION INC.	1034	9/18/2017	06/17 CONSTRUCTION MGMT SERVICES	0.00
SUCCESS FOR ALL FOUNDATION, INC.	304684	8/24/2017	THE GREAT MIGRATION FOOTSTEPS SEPT 2002, OIL SP	874.11
SUCCESS FOR ALL FOUNDATION, INC.	304735	9/6/2017	07/28/17- ONSITE TRAINING CONTRACT#102814	2,550.00
SUNDANCE NEWBRIDGE	304685	8/24/2017	BOOKS FOR SFA	679.58
SUSAN C. CASTRELLON	304520	7/19/2017	PER DIEM FOR MEAL PROGRAM CONFERENCE TRAINING	228.00
SYLVIA VASQUEZ	304509	7/13/2017	SCC TRAINING STIPEND	245.00
SYNCB/AMAZON	304562	7/21/2017	(4)SONY 64GB CLASS 10 UHS-1 SDXC UP TO 70MB/S ME	126.16
SYNCB/AMAZON	304562	7/21/2017	(5)SONY DIGITAL CAMERA (BLACK)	478.50
SYNCB/AMAZON	304562	7/21/2017	06/17 - VIRTUAL COMPUTER DATA TRANSFER SERVICES	2,657.00
SYNCB/AMAZON	304562	7/21/2017	06/27/17 - VIRTUAL COMPUTER DATA TRANSFER SERVICES	36.00
SYNCB/AMAZON	304562	7/21/2017	3D PRINTER	982.16
SYNCB/AMAZON	304562	7/21/2017	APPAREL SAFE ADHESIVE STICKERS	123.59
SYNCB/AMAZON	304562	7/21/2017	APPLE THUNDERBOLT CABLE	495.72

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SYNCB/AMAZON	304562	7/21/2017	ART OF INTUITIVE PHOTOGRAPHY: FIND YOUR TRUE SI	24.04
SYNCB/AMAZON	304562	7/21/2017	BALLOT BOX	22.94
SYNCB/AMAZON	304562	7/21/2017	INTERNAL SOLID STATE DRIVE	152.72
SYNCB/AMAZON	304562	7/21/2017	REALLY USEFUL 4.0 LITER BOX, CLEAR	55.38
SYNCB/AMAZON	304562	7/21/2017	RUBBERMAID ROUGHNECK CLEAR STORAGE CONTAINEI	44.74
SYNCB/AMAZON	304562	7/21/2017	SANDISK CRUZER GLIDE CZ60 32GB USB 2.0 FLASH DRI	179.10
SYNCB/AMAZON	304562	7/21/2017	SONY 64GB CLASS 10 UHS-1 SDXC UP TO 70MB/S MEMC	31.54
SYNCB/AMAZON	304562	7/21/2017	VIRTUAL COMPUTER DATA TRANSFER SERVICES	997.24
SYNCB/AMAZON	304562	7/21/2017	WHITE BLANK BOOKS WITH HARDCOVERS	287.11
SYNCB/AMAZON	304562	7/21/2017	WHITEBOARD PAINT - CLEAR	244.69
SYNCB/AMAZON	304613	7/31/2017	POST-IT EASEL PAD	1,662.36
SYNCB/AMAZON	304613	7/31/2017	VIRTUAL COMPUTER DATA TRANSFER SERVICES	2,964.00
SYNCB/AMAZON	304626	8/1/2017	VIVO ETHERNET CABLE	410.40
SYNCB/AMAZON	304686	8/24/2017	07/17 - VIRTUAL COMPUTER DATA TRANSFER SERVICES	412.67
SYNCB/AMAZON	304736	9/6/2017	SPIKEBALL COMBO - 3 BALL SET	551.77
SYNCB/AMAZON	304736	9/6/2017	WILSON MVP FOOTBALL	641.36
SYNCB/AMAZON	304840	9/28/2017	(1) BALANCE BEAM DOCTOR/PHYSICIAN SCALE W/ HEI	178.99
SYNCB/AMAZON	304840	9/28/2017	SWIMWAYS STANDARD SWIM NOODLES	59.22
T-MOBILE	304565	7/21/2017	05/28 - 06/27/17 - COMMUNICATION # 954283095	140.43
T-MOBILE	304692	8/24/2017	06/28/17- 07/27/17- COMMUNICATIONS #954283095	140.34
T-MOBILE	304774	9/15/2017	07/28 - 08/27/17 - COMMUNICATIONS ACC#954283095	140.34
TCI	304737	9/6/2017	HISTORY ALIVE THE UNITED STATES THROUGH INDUS	10,344.00
TCI	304737	9/6/2017	HISTORY ALIVE! THE UNITED STATES THROUGH INDUS	10,402.00
TCI	304771	9/15/2017	HISTORY ALIVE! STUDENT SUBSCRIPTION	398.00
TCI	304841	9/28/2017	HISTORY ALIVE THE MEDIEVAL WORLD AND BEYOND -	73.00
THE BOOKSOURCE	304627	8/1/2017	7TH GRADE LIBRARY BOOK SET	4,576.57
THE BOOKSOURCE	304635	8/3/2017	5TH GRADE LIBRARY SET (Q51303)	2,192.06
THE BOOKSOURCE	304635	8/3/2017	6TH GRADE LIBRARY SET (Q513034)	4,210.39
THE BOOKSOURCE	304635	8/3/2017	8TH GRADE LIBRARY SET (Q51316)	2,338.34
THE BOOKSOURCE	304688	8/24/2017	6TH GRADE LIBRARY SET	242.10
THE BOOKSOURCE	304688	8/24/2017	8TH GRADE LIBRARY SET (Q51316)	98.15
THE BOOKSOURCE	304738	9/6/2017	6TH GRADE CLASSROOM LIBRARY	4,085.48
THE BOOKSOURCE	304738	9/6/2017	7TH GRADE CLASSROOM LIBRARY	2,248.45
THE BOOKSOURCE	304772	9/15/2017	6TH GRADE CLASSROOM LIBRARY	375.84
THE BOOKSOURCE	304772	9/15/2017	7TH GRADE CLASSROOM LIBRARY	170.01
THE CENTER FOR EFFECTIVE PHILANTHROPY	304687	8/24/2017	PROJECT MANAGEMENT, YOUTH TRUTH SURVEY, ADDIT	4,950.00
THE DBQ COMPANY	304792	9/21/2017	US VOLUME 1 MINI-Q BINDER	351.00
THE MC GRAW-HILL COMPANIES	304668	8/24/2017	ALEKS MATH- ONE YEAR SUBSCRIPTION 2018	26,055.00
TIME WARNER CABLE	304564	7/21/2017	07/01/17 - 07/31/17- INTERNET SERVICES #0338	3,646.46
TIME WARNER CABLE	304615	7/31/2017	06/14 - 07/13/17 - INTERNET ACC# 0984	2,901.24
TIME WARNER CABLE	304739	9/6/2017	07/14 - 8/13/17- INTERNET SERVICES ACC# 0984	2,901.24
TIME WARNER CABLE	304740	9/6/2017	08/14 - 09/13/17 - INTERNET ACCT#0984	2,901.24
TIME WARNER CABLE	304741	9/6/2017	08/01 - 08/31/17- INTERNET SERVICES #0338	3,646.46
TIME WARNER CABLE	304742	9/6/2017	07/16 -08/15/17- INTERNET SERVICE	1,131.12
TIME WARNER CABLE	304743	9/6/2017	08/16 - 09/15/17 - INTERNET ACCT#9720	1,131.12
TIME WARNER CABLE	304773	9/15/2017	07/09/16 - 04/08/17 - E-RATE CREDIT #8077	(1,772.46)
TIME WARNER CABLE	304773	9/15/2017	08/09 - 09/08/17 - INTERNET ACCT#8077	1,772.46
TIME WARNER CABLE	CLEAR ERATE	8/2/2017	05/09 - 06/08/17 - INTERNET ACCT#8077	404.46
TIME WARNER CABLE	CLEAR ERATE	8/2/2017	07/09/16 - 04/08/17 - E-RATE CREDIT #8077	(404.46)
TIME WARNER CABLE	CLEAR ERATE001	8/2/2017	06/09 - 07/08/17 - INTERNET ACCT#8077	404.46
TIME WARNER CABLE	CLEAR ERATE001	8/2/2017	07/09/16 - 04/08/17 - E-RATE CREDIT #8077	(404.46)
TIME WARNER CABLE	CLEAR ERATE002	8/2/2017	07/09 - 08/08/17 - INTERNET ACCT#8077	1,772.46
TIME WARNER CABLE	CLEAR ERATE002	8/2/2017	07/09/16 - 04/08/17 - E-RATE CREDIT #8077	(1,772.46)
TOTAL EDUCATION SOLUTIONS	304567	7/21/2017	05/17 - SPECIAL ED SERVICES	2,548.75
TOTAL EDUCATION SOLUTIONS	304567	7/21/2017	05/17- SPECIAL ED SERVICES	1,238.75
TOTAL EDUCATION SOLUTIONS	304616	7/31/2017	04/17- SPECIAL ED SERVICES - HS	756.25
TOTAL EDUCATION SOLUTIONS	304616	7/31/2017	05/17 - SPECIAL ED SERVICES - OR	3,600.00
TOTAL EDUCATION SOLUTIONS	304616	7/31/2017	06/17- SPECIAL ED SERVICES	778.75
TOTAL EDUCATION SOLUTIONS	304694	8/24/2017	06/17- SPECIAL ED SERVICES	1,445.00
TOTAL EDUCATION SOLUTIONS	304744	9/6/2017	07/17 - SPEECH AND LANGUAGE	170.00
TOWNSEND PRESS BOOK CENTER	304695	8/24/2017	CLEAR THINKING AND WRITING (BOOKS)	388.91
UNIVERSITY OF OREGON	304803	9/21/2017	09/01/17 - 08/31/18 - INSTITUTE OF APPLIED MEDIA SV	1,400.00
UNIVERSITY OF OREGON	304843	9/28/2017	BERT CORONA CHARTER SWIS ANNUAL LICENSE - 09/C	700.00
UNUM	304696	8/24/2017	08/17 - PREMIUM ACC#0631100-019 7	33.80
UNUM	304696	8/24/2017	08/17 - PREMIUM ADJUSTMENTS	61.44
UNUM	304776	9/15/2017	09/17 - PREMIUM ACC# 0631100-020 3	555.52
UNUM	304776	9/15/2017	09/17- PREMIUM ACC#063 1100-019 7	55.60
UNUM	304804.	9/21/2017	MANUAL CHECK	542.36
UNUM	304844	9/28/2017	10/17 PREMIUM ACC# 0631100-019 7	55.60

**YPI Charter Schools
Check Register
From 07/1/2017 to 09/30/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
USI Education and Government Sales	304697	8/24/2017	STANDARD LAMINATED FILM	232.91
VALINDA MENESES	304815	9/22/2017 09/27 - 09/29/17	PBIS CONFERENCE - PER DIEM	155.25
VASHON NUTT	304551	7/21/2017	WALMART- BREAKFAST SNACK FOR SPED SUMMER PRO	112.49
VASHON NUTT	304605	7/31/2017	WEIGHTED LAP PAD	124.90
VAUGHN NEXT CENTURY CHARTER SCHOOL	304777	9/15/2017	TRANSFER GTEIG FUNDS TO VAUGHN	1,062,404.00
VERONICA CABRERA	304809	9/22/2017 09/27 - 09/29/17	PBIS CONFERENCE - PER DIEM	155.25
VERONICA S. MAREK	304500	7/13/2017	SCC TRAINING STIPEND	770.00
VICTORIA MEIRA	304814	9/22/2017 09/27 - 09/29/17	PBIS CONFERENCE - PER DIEM	155.25
WAXIE SANITARY SUPPLY	304569	7/21/2017	WAXIE5 MIL BLACK LINER	516.81
WAXIE SANITARY SUPPLY	304617	7/31/2017	7328 CAUTION BARRIER TAPE	77.80
WAXIE SANITARY SUPPLY	304699	8/24/2017	SPARTAN CITRO SHIELD FURNITURE POLISH 12-20/OZ	44.57
WAXIE SANITARY SUPPLY	304745	9/6/2017	FURNITURE AEROSOL	41.72
WAXIE SANITARY SUPPLY	304745	9/6/2017	KLEENEX , BATH TISSUE - 36X250	191.38
WAXIE SANITARY SUPPLY	304745	9/6/2017	LATEX POWDERED GLOVES	796.99
WAXIE SANITARY SUPPLY	304745	9/6/2017	PAPER TOWEL 30X100	28.67
WAXIE SANITARY SUPPLY	304745	9/6/2017	SANITIZING WIPES 12/CS	189.18
WAXIE SANITARY SUPPLY	304745	9/6/2017	ULTRA BLEACH GL 3/CS	283.34
WAXIE SANITARY SUPPLY	304745	9/6/2017	URINAL SCREEN 2/PK 12/CS	53.02
WAXIE SANITARY SUPPLY	304778	9/15/2017 (10)	BOTANICAL FOAM HANDWASH	406.57
WAXIE SANITARY SUPPLY	304778	9/15/2017 (2)	LEMON QUAT DISINFECTANT CLEANER GL 4/CS	149.78
WAXIE SANITARY SUPPLY	304778	9/15/2017	CLOROX BLEACH LIQUID COMM S	349.55
WAXIE SANITARY SUPPLY	304778	9/15/2017	SURPASS WHITE FACIAL TISSUE - 30X100	423.81
WAXIE SANITARY SUPPLY	304845	9/28/2017	DISPOSABLE POLY GLOVES	136.07
WAXIE SANITARY SUPPLY	304845	9/28/2017	ECO GREEN 2-PLY TOILET TISSUE	38.46
WEBSITES DEPOT	304618	7/31/2017	WEBSITE DESIGN AND DEVELOPMENT	19,085.00
WENDY VELAZQUEZ ANDRADE	304817	9/25/2017	FINAL CHECK	529.49
XEROX FINANCIAL SERVICES	304570	7/21/2017 06/07 - 07/06/17-	COPIER LEASE #010-0042736-001	639.75
XEROX FINANCIAL SERVICES	304570	7/21/2017 06/12 - 07/11/17-	COPIER LEASE #010-0042733-001	1,526.54
XEROX FINANCIAL SERVICES	304570	7/21/2017 06/13 - 07/12/17-	COPIER LEASE #010-0058450-003	304.87
XEROX FINANCIAL SERVICES	304619	7/31/2017 06/29 - 07/28/17 -	COPIER LEASE # 010-0058450-001	965.22
XEROX FINANCIAL SERVICES	304619	7/31/2017 06/29 -07/28/17-	COPIER LEASE # 101-0058450-002	367.95
XEROX FINANCIAL SERVICES	304619	7/31/2017	LATE FEES	365.97
XEROX FINANCIAL SERVICES	304700	8/24/2017 07/07/17 TO 08/06/17-	COPIER LEASE# 010-0042736-001	639.75
XEROX FINANCIAL SERVICES	304700	8/24/2017 07/12 - 08/11/17 -	COPIER LEASE #010-004273-001 & L	1,666.91
XEROX FINANCIAL SERVICES	304700	8/24/2017 07/13 - 08/12/17 -	COPIER LEASE#010-0058450-003 & I	332.90
XEROX FINANCIAL SERVICES	304700	8/24/2017 07/21 - 08/20/17-	COPIER LEASE # 010-0042733-002	365.97
XEROX FINANCIAL SERVICES	304700	8/24/2017 07/29/17 -08/28/17-	COPIER LEASE # 010-0058450-002	367.95
XEROX FINANCIAL SERVICES	304700	8/24/2017 07/29/17 TO 08/28/17 -	COPIER LEASE# 010-0058450-C	965.22
XEROX FINANCIAL SERVICES	304746	9/6/2017	LATE FEE	332.90
XEROX FINANCIAL SERVICES	304779	9/15/2017 08/07 - 09/06/17-	COPIER LEASE #010-0042736-001	658.50
XEROX FINANCIAL SERVICES	304779	9/15/2017 08/12 - 09/11/17 -	COPIER LEASE # 010-0042733-001	1,758.54
XEROX FINANCIAL SERVICES	304779	9/15/2017 08/29 - 09/28/17 -	COPIER LEASE#010-0058450-002	401.78
XEROX FINANCIAL SERVICES	304779	9/15/2017 08/29 - 09/28/17-	COPIER LEASE#010-0058450-001	1,053.97
XEROX FINANCIAL SERVICES	304779	9/15/2017	LATE FEE	365.97
YOLANDA FUENTES	304826	9/28/2017	99 CENTS STORE- BALLOONS FIRST DAY OF SCHOOL	134.11
YOLANDA FUENTES	304826	9/28/2017	NACHOS FOR LEADERSHIP EVENT	89.37
YOLANDA JIMENEZ	304498	7/13/2017	SCC TRAINING STIPEND	245.00
YPI	304620	7/31/2017 06/17 -	SCHOOL CLIMATE SERVICES	43,433.32
YPI	304620	7/31/2017 07/17-	GEAR UP CONTRACT SERVICE ADVANCE	100,000.00
YPI	304620	7/31/2017	FY2016-2017- ASES GRANT -FINAL INVOICE	15,000.00
YPI	304620	7/31/2017	FY2016-2017- ASES GRANT- FINAL INVOICE	12,007.05
YPI	304628	8/1/2017 06/17-	GEAR UP CONTRACT SERVICES	29,585.18
YPI	304701	8/24/2017 02/17 -	GEAR UP CONTRACT SERVICES	126,418.09
YPI	304701	8/24/2017 04/17-	GEAR UP CONTRACT SERVICES	134,010.56
YPI	304701	8/24/2017 05/17-	GEAR UP CONTRACT SERVICES	47,995.85
YPI	304701	8/24/2017 08/17-	GEAR UP CONTRACT SERVICE -ADVANCE	100,000.00
YPI	304780	9/15/2017 09/17 -	ADVANCE GEAR UP SERVICES	100,000.00
YPI	304846	9/28/2017 07/17-	GEAR UP CONTRACT SERVICES	208,435.70
YPI	304846	9/28/2017 08/17 -	GEAR UP CONTRACT SERVICES	66,129.27
YPI	304846	9/28/2017 10/1/17 - 7/31/17-	SCHOOL CLIMATE SERVICES	140,373.70
All City Management Services, Inc.	1013	8/23/2017 05/21 - 06/03/17 -	CROSSING GUARD SERVICES	(1,124.28)
All City Management Services, Inc.	1030.	9/30/2017	MANUAL CHECK	1,124.28
ATKINSON, ANDELSON, LOYA, RUUD & ROMO	1020	7/21/2017 05/17 -	LEGAL SERVICES	4,000.50
ATKINSON, ANDELSON, LOYA, RUUD & ROMO	1024	8/24/2017 06/17 -	LEGAL SERVICES	72.91
DEPARTMENT OF TOXIC SUBSTANCES CONTROL	1021	7/21/2017 01/17 - 03/31/17 -	QUARTERLY DTSC DIRECT/INDIRECT	3,416.92
GKKWORKS	1025	8/24/2017 06/17 -	ARCHITECTURAL ENGINEERING	10,114.87
GKKWORKS	1025	8/24/2017 06/17 -	CONSTRUCTION ADMINISTRATION	10,023.75
GKKWORKS	1031.	9/30/2017	MANUAL CHECK	10,023.75
KEMP BROS CONSTRUCTION, INC.	1023	7/31/2017	CONSTRUCTION SERVICES - APP#05	1,518,143.70

**YPI Charter Schools
Check Register
From 07/1/2017 to 09/30/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
KEMP BROS CONSTRUCTION, INC.	1026	8/24/2017	CONSTRUCTION SERVICES - APP#06	1,275,405.35
KEMP BROS CONSTRUCTION, INC.	1032.	9/30/2017	MANUAL CHECK	1,070,403.95
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1027	8/24/2017	PROJECT MGMT FEE (14/25)	7,806.61
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1027	8/24/2017	PROJECT MGMT FEE - 13/25	7,860.61
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1033.	9/30/2017	MANUAL CHECK	7,860.61
STV CONSTRUCTION INC.	1028	8/24/2017	06/17 - CONSTRUCTION MGMT	47,550.40
STV CONSTRUCTION INC.	1034.	9/30/2017	MANUAL CHECK	27,650.00
TWINING CONSULTING	1022	7/21/2017	04/17 - TESTING & INSPECTION SERVICES	30,849.50
TWINING CONSULTING	1022	7/21/2017	05/17 - TESTING & INSPECTION SERVICES	42,870.00
TWINING CONSULTING	1029	8/24/2017	06/17 - TESTING & INSPECTION SERVICES	<u>39,050.00</u>
Report Total				<u>7,891,460.93</u>

BERT CORONA CHARTER SCHOOL
 2017-18 Cash Flow Forecast
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Actuals as of 9/30/2017

		# of months remaining in FY													FORECAST		Budget Variance	
		12	11	10	9	8	7	6	5	4	3	2	1	Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)		
		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1					
		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1						
		ACTUAL	ACTUAL	ACTUAL														
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual				
	2 - State Apportionment Schedule, No Deferrals, Paid on a Lag	0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%				
	1 - District Apportionment Schedule, Paid on Time	6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0				
	# of School Days in Month	0	16	21	19	15	11	15	19	21	14	22	7		180			
	Enrollment	373													370	(3)	-1%	
	Unduplicated Count of Low Income, EL, Foster Youth	312													309	(3)	-1%	
	ADA	359.95													357.71	(2)		
Income																		
8011-8096 - Local Control Funding Formula Revenue																		
	8011 Local Control Funding Formula	2,170,926	-	108,833	108,833	195,571	195,571	195,571	195,571	195,571	195,911	195,911	195,911	191,542	2,170,709	(217)	0%	
	8012 Education Protection Account	484,252	-	-	-	117,290	-	-	117,290	-	-	117,624	-	116,458	468,664	(15,588)	-3%	
	8096 In Lieu of Property Taxes	742,926	45,654	91,308	60,872	59,127	59,127	59,127	101,816	50,908	50,908	50,908	50,908	(1,486)	738,303	(4,623)	-1%	
	Total 8011-8096 - Local Control Funding Formula Revenue	3,398,105	45,654	200,141	169,705	371,989	254,698	254,698	371,989	297,387	246,819	364,443	246,819	306,514	3,377,676	(20,429)	-1%	
8100-8299 - Other Federal Income																		
	8181 Federal Special Education (IDEA)	69,416	4,211	8,422	5,615	5,608	5,608	5,608	9,830	4,915	4,915	4,915	4,915	(141)	70,029	613	1%	
	8220 Child Nutrition Programs - Federal	265,567	-	-	-	-	28,568	34,136	32,199	25,420	18,642	25,420	32,199	35,589	72,872	305,044	39,477	15%
	8291 Title I, A Basic Grants Low-Income	132,265	-	-	-	-	-	-	33,745	-	-	33,745	-	-	67,490	134,979	2,714	2%
	8292 Title II, A Teacher Quality	1,603	-	-	-	-	-	-	4,243	-	-	4,243	-	-	8,486	16,971	15,368	958%
	8294 Title III, Limited English Proficiency	9,143	-	-	-	-	-	-	2,286	-	-	2,286	-	-	4,571	9,143	-	-
	8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8297 All Other Federal Revenue	2,927,112	(308,425)	-	1,011,458	246,759	246,759	246,759	246,759	246,759	246,759	246,759	246,759	37,245	2,961,112	34,000	1%	
	Total 8100-8299 - Other Federal Income	3,405,107	(304,213)	8,422	1,017,073	252,368	280,935	286,503	324,840	282,009	270,316	317,368	283,873	287,263	190,522	3,497,278	92,171	3%
8300-8599 - Other State Income																		
	8311 Special Ed - AB602	202,695	12,307	24,614	16,410	16,391	16,391	16,391	28,728	14,364	14,364	14,364	14,364	(412)	204,667	1,972	1%	
	8520 Child Nutrition - State	20,447	-	-	-	-	2,296	2,731	2,582	2,038	1,495	2,038	2,582	5,843	24,459	4,012	20%	
	8550 Mandate Block Grant	57,012	-	-	-	-	-	23,240	17,546	-	17,546	-	-	-	58,333	1,321	2%	
	8560 State Lottery Revenue	68,031	-	-	-	-	-	-	17,343	-	-	17,343	-	34,685	69,371	1,340	2%	
	8591 SB740	310,800	-	-	-	-	77,915	-	-	-	-	155,829	-	77,915	311,658	858	0%	
	8599 All Other State Revenues	150,000	-	-	-	-	97,500	-	-	-	-	37,500	-	15,000	150,000	-	-	
	Total 8300-8599 - Other State Income	808,984	12,307	24,614	16,410	16,391	194,102	42,362	53,862	30,767	33,405	227,074	16,946	17,218	133,031	818,489	9,505	1%
8600-8799 - Other Income-Local																		
	8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8660 Interest / Dividend Income	-	27	26	54	54	54	54	54	54	54	54	54	54	590	590	100%	
	8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8670 In Kind Donation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8690 All Other Local Revenue	35,326	-	5,977	505	3,729	2,944	2,159	2,944	3,729	4,121	2,748	4,318	1,374	34,546	(780)	-2%	
	8698 Grants	10,000	-	-	4,000	4,000	-	-	-	-	-	-	-	-	8,000	(2,000)	-20%	
	8699 Fundraising	20,000	-	-	-	-	-	-	-	10,000	-	-	-	-	10,000	(10,000)	-50%	
	8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total 8600-8799 - Other Income-Local	65,326	27	6,003	4,558	7,782	2,997	2,212	2,997	3,782	14,175	2,801	4,371	1,427	53,136	(12,190)	-19%	
Prior Year Adjustments																		
	8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8999 Other Prior Year Adjustments	-	(120)	-	380	-	-	-	-	-	-	-	-	-	260	260	100%	
	Total Prior Year Adjustments	-	(120)	-	380	-	-	-	-	-	-	-	-	-	260	260	100%	
	TOTAL INCOME	7,677,521	(246,345)	239,181	1,208,125	648,530	732,733	585,776	753,688	613,946	564,715	911,687	552,010	552,727	630,067	7,746,838	69,317	1%
Expense																		
1000 - Certificated Salaries																		
	1110 Teachers' Salaries	1,093,473	15,945	97,530	91,750	99,407	99,407	99,407	99,407	99,407	99,407	99,407	99,407	99,407	1,099,885	(6,411)	1%	
	1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

BERT CORONA CHARTER SCHOOL
 2017-18 Cash Flow Forecast
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		Actuals as of 9/30/2017													Budget Variance		
		# of months remaining in FY															
		12	11	10	9	8	7	6	5	4	3	2	1				
		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1				
		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1				
	2017-18	ACTUAL	ACTUAL	ACTUAL										FORECAST	Budget Variance		
	Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual	Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)
1170 Teacher Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	32,850	1,251	5,850	-	-	-	9,324	-	-	-	-	-	16,425	-	32,850	-	-
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Certificated Supervisor and Administrator Salaries	112,913	6,764	9,953	9,953	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	111,355	1,558	-1%	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	1,239,236	23,960	113,333	101,703	108,816	108,816	118,140	108,816	108,816	108,816	108,816	108,816	125,241	-	1,244,089	(4,853)	0%
2000 - Classified Salaries																	
2100 Instructional Aide Salaries	254,540	2,424	25,924	27,263	26,596	24,094	19,091	18,257	24,094	24,094	22,427	26,596	26,468	-	267,329	(12,789)	5%
2200 Classified Support Salaries (Maintenance, Food)	30,653	2,235	3,668	3,295	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	-	32,187	(1,534)	5%
2300 Classified Supervisor and Administrator Salaries	103,312	9,155	9,155	9,155	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609	8,609	-	104,948	(1,636)	2%
2400 Clerical/Technical/Office Staff Salaries	237,586	14,028	21,612	19,460	22,835	21,127	17,143	17,143	21,127	21,127	19,989	22,835	23,973	-	242,966	(5,380)	2%
2900 Other Classified Salaries (Supervision, After School)	41,998	1,020	825	3,400	4,620	3,990	2,730	2,520	3,990	3,990	3,570	4,620	5,040	-	40,313	1,685	-4%
Total 2000 - Classified Salaries	668,089	28,862	61,184	62,572	65,214	60,375	50,697	49,083	60,375	60,375	57,149	65,214	66,645	-	687,744	(19,655)	3%
3000 - Employee Benefits																	
3111 STRS - State Teachers Retirement System	178,822	3,411	17,300	16,757	15,702	15,702	17,048	15,702	15,702	15,702	15,702	15,702	18,072	-	182,503	(3,681)	2%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	41,422	2,109	3,391	2,970	4,043	3,743	3,143	3,043	3,743	3,743	3,543	4,043	4,132	-	41,649	(228)	1%
3331 MED - Medicare	27,656	842	2,526	2,381	2,523	2,453	2,448	2,290	2,453	2,453	2,406	2,523	2,782	-	28,082	(426)	2%
3401 H&W - Health & Welfare	365,000	34,495	25,638	27,698	27,393	28,992	28,992	28,992	28,992	28,992	28,992	28,992	28,992	-	347,160	17,840	-5%
3501 SUI - State Unemployment Insurance	954	29	87	82	87	85	84	79	85	85	83	87	96	-	969	(15)	2%
3601 Workers' Compensation	25,827	-	7,434	9,342	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	-	29,785	(3,958)	15%
3901 403B	6,681	435	739	542	652	604	507	491	604	604	571	652	666	-	7,067	(386)	6%
3902 Other Benefits	-	75	-	189	189	189	189	189	189	189	189	189	189	-	1,970	(1,970)	100%
Total 3000 - Employee Benefits	646,361	41,397	57,116	59,961	52,448	53,627	54,270	52,645	53,627	53,627	53,346	52,189	54,930	-	639,184	7,178	-1%
4000 - Supplies																	
4110 Approved Textbooks and Core Curriculum Materials	4,000	-	-	11,667	297	297	297	297	297	297	297	297	297	-	14,344	(10,344)	259%
4210 Books and Other Reference Materials	8,000	3,457	3,321	8,150	8	8	8	8	8	8	8	8	8	-	15,000	(7,000)	88%
4310 Student Materials	148,492	6,976	11,236	19,933	12,261	12,261	12,261	12,261	12,261	12,261	12,261	12,261	12,261	-	148,492	-	-
4350 Office Supplies	32,000	-	1,555	12,317	2,014	2,014	2,014	2,014	2,014	2,014	2,014	2,014	2,014	-	32,000	-	-
4370 Custodial Supplies	17,000	15	245	3,698	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	1,449	-	17,000	-	-
4390 Other Supplies	212,140	833	15,088	17,023	19,355	19,355	19,355	19,355	19,355	19,355	19,355	19,355	19,355	-	207,140	5,000	-2%
4400 Non Capitalized Equipment	143,000	1,542	763	22,428	13,141	13,141	13,141	13,141	13,141	13,141	13,141	13,141	13,141	-	143,000	-	-
4700 Food and Food Supplies	362,841	-	5,679	36,722	39,220	39,458	31,151	22,844	31,151	39,458	43,611	29,074	45,688	14,537	378,591	(15,751)	4%
Total 4000 - Supplies	927,473	12,823	37,887	131,937	87,746	87,983	79,676	71,369	79,676	87,983	92,137	77,600	94,213	14,537	955,567	(28,095)	3%
5000 - Operating Services																	
5200 Travel and Conferences	108,710	2,193	1,575	5,615	11,036	11,036	11,036	11,036	11,036	11,036	11,036	11,036	11,036	-	108,710	-	-
5300 Dues and Memberships	2,650	819	74	2,100	-	-	-	-	-	-	-	-	-	-	2,993	(343)	13%
5450 General Insurance	30,184	-	7,520	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880	3,690	3,690	-	29,941	243	-1%
5500 Operation and Housekeeping Services	135,154	-	6,895	7,332	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436	-	135,154	-	-
5610 Rent - Facilities / Buildings / Space	114,000	18,000	9,000	9,800	8,578	8,578	8,578	8,578	8,578	8,578	8,578	8,578	8,578	-	114,000	-	-
5620 Equipment Lease	40,057	1,300	3,298	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	3,723	-	40,057	-	-
5630 Vendor Repairs	180,560	68,464	(68,417)	8,025	7,165	7,165	7,165	7,165	7,165	7,165	7,165	7,165	7,165	-	72,560	108,000	-60%
5812 Field Trips/Pupil Transportation	130,100	1,400	894	7,793	13,335	13,335	13,335	13,335	13,335	13,335	13,335	13,335	13,335	-	130,100	-	-
5820 Legal / Audit Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830 Advertisement / Recruitment	3,000	-	-	-	333	333	333	333	333	333	333	333	333	-	3,000	-	-
5850 Non Instructional Consultants	2,307,220	(201,285)	413,754	667,162	158,621	158,621	158,621	158,621	158,621	158,621	158,621	158,621	158,621	-	2,307,220	-	-
5851 Instructional Consultants	275,960	-	813	27,192	27,551	27,551	27,551	27,551	27,551	27,551	27,551	27,551	27,551	-	275,960	-	-
5853 ExED	6,000	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000	-	-
5860 Non Instructional Software and Subscriptions	25,949	13,946	14,264	4,122	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	-	48,949	(23,000)	89%
5890 Other Fees / Bank Charges /Credit Card Fees	5,054	31	188	200	199	199	199	199	199	199	199	199	199	-	2,207	2,848	-56%

BERT CORONA CHARTER SCHOOL
 2017-18 Cash Flow Forecast
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Actuals as of 9/30/2017

of months remaining in FY

	2017-18 Budget	# of months remaining in FY												Accrual	FORECAST Jul-17 - Jun-18	Budget Variance	
		12	11	10	9	8	7	6	5	4	3	2	1			Better / (Worse)	% Better / (Worse)
		ACTUAL Jul-17	ACTUAL Aug-17	ACTUAL Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18				
5891 Factoring Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5897 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	47,436	3,752	6,070	3,791	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	-	47,436	-	-
Total 5000 - Operating Services	3,412,034	(90,879)	396,426	747,465	251,962	251,962	251,962	251,962	251,962	251,962	251,962	253,772	253,772	-	3,324,287	87,747	-3%
6000 - Capital Outlay																	
6900 Depreciation Expense	164,687	16,990	21,078	21,643	21,670	22,503	22,486	22,340	22,304	22,304	22,304	22,041	22,041	-	259,702	(95,015)	58%
Total 6000 - Capital Outlay	164,687	16,990	21,078	21,643	21,670	22,503	22,486	22,340	22,304	22,304	22,304	22,041	22,041	-	259,702	(95,015)	58%
7000 - Other Outgo																	
7221 Transfers to District	54,422	3,304	6,607	4,405	4,395	4,395	4,395	4,395	7,681	3,840	3,840	3,840	3,840	-	54,939	(517)	1%
7299 District Oversight Fee	33,981	1,980	3,959	2,639	3,720	2,547	2,547	3,720	2,974	2,468	3,644	2,468	2,468	(1,358)	33,777	204	-1%
7310 Indirect Costs	426,145	31,984	36,358	31,173	54,547	37,736	36,943	36,811	37,736	37,736	37,472	38,137	38,401	-	455,035	(28,891)	7%
7438 Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 7000 - Other Outgo	514,548	37,267	46,924	38,218	62,662	44,679	43,885	44,926	48,391	44,045	44,957	44,445	44,710	(1,358)	543,751	(29,203)	6%
TOTAL EXPENSE	7,572,428	70,420	733,949	1,163,499	650,518	629,944	621,116	601,141	625,150	629,111	630,670	624,077	661,552	13,179	7,654,325	(81,896)	1%
NET INCOME	105,093	(316,765)	(494,768)	44,626	(1,988)	102,789	(35,339)	152,547	(11,205)	(64,396)	281,017	(72,067)	(108,825)	616,888	92,513	(12,579)	-12%
Beginning Cash Balance	1,564,676	1,689,773	1,567,468	948,135	1,287,995	1,136,020	1,211,311	1,374,429	1,549,315	1,560,414	1,518,322	1,949,233	1,899,206	2,012,423	1,689,773	125,098	
Cash Flow from Operating Activities																	
Net Income	105,093	(316,765)	(494,768)	44,626	(1,988)	102,789	(35,339)	152,547	(11,205)	(64,396)	281,017	(72,067)	(108,825)	616,888	92,513	(12,579)	
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	605,551	533,104	84,929	159,578	15,854	-	175,971	-	-	-	-	-	-	-	969,435	363,884	
Current Year Accounts Receivable	(584,227)	-	-	-	-	-	-	-	-	-	-	-	-	(633,464)	(633,464)	(49,237)	
Change in Due from	-	159,340	(30,266)	(34,000)	-	-	-	-	-	-	127,590	-	-	-	222,665	222,665	
Change in Accounts Payable	(11,223)	(544,415)	(49,011)	189,418	(187,510)	-	-	-	-	-	-	-	200,000	14,537	(376,981)	(365,759)	
Change in Due to	(5,611)	4,778	1,459	1,733	-	-	-	-	-	-	-	-	-	2,039	10,009	15,620	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	-	(5,428)	1,565	(178)	-	-	-	-	-	-	-	-	-	-	(4,041)	(4,041)	
Change in Prepaid Expenditures	-	30,091	(16,872)	(15,458)	-	-	-	-	-	-	-	-	-	-	(2,239)	(2,239)	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Depreciation Expense	164,687	16,990	21,078	21,643	21,670	22,503	22,486	22,340	22,304	22,304	22,304	22,041	22,041	-	259,702	95,015	
Cash Flow from Investing Activities																	
Capital Expenditures	(90,000)	-	(216,452)	(27,502)	-	(50,000)	-	-	-	-	-	-	-	-	(293,954)	(203,954)	
Cash Flow from Financing Activities																	
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	79,005	-	-	-	-	-	-	-	-	-	-	-	79,005	79,005	
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash Balance	1,748,945	1,567,468	948,135	1,287,995	1,136,020	1,211,311	1,374,429	1,549,315	1,560,414	1,518,322	1,949,233	1,899,206	2,012,423	2,012,423	2,012,423	263,477	

Bert Corona Charter High School
 2017-18 Cash Flow Forecast
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		Actuals as of 9/30/2017															
		# of months remaining in FY															
		12	11	10	9	8	7	6	5	4	3	2	1				
		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1				
		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1				
		ACTUAL	ACTUAL	ACTUAL										FORECAST	Budget Variance		
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual	Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)
	2 - State Apportionment Schedule, No Deferrals, Paid on a Lag	0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			
	1 - District Apportionment Schedule, Paid on Time	6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
	# of School Days in Month	0	17	20	20	15	11	16	19	15	20	22	6		181		
	Enrollment	235													206	(29)	-12%
	Unduplicated Count of Low Income, EL, Foster Youth	198													174	(24)	-12%
	ADA	223.25													194.63	(29)	
Income																	
8011-8096 - Local Control Funding Formula Revenue																	
	8011 Local Control Funding Formula	2,041,605	65,237	110,685	162,149	117,416	117,416	139,178	117,416	185,999	185,999	185,999	185,999	195,726	1,769,219	(272,386)	-13%
	8012 Education Protection Account	44,650	-	-	7,176	-	-	7,176	-	-	14,682	-	-	9,892	38,926	(5,724)	-13%
	8096 In Lieu of Property Taxes	460,781	18,277	36,554	24,369	24,369	24,369	24,369	86,171	43,086	43,086	43,086	43,086	2,271	413,092	(47,689)	-10%
	Total 8011-8096 - Local Control Funding Formula Revenue	2,547,037	83,514	147,239	193,694	141,785	141,785	170,723	203,587	229,085	243,767	229,085	229,085	207,889	2,221,238	(325,799)	-13%
8100-8299 - Other Federal Income																	
	8181 Federal Special Education (IDEA)	43,054	1,686	3,372	2,248	2,248	2,248	2,248	7,948	3,974	3,974	3,974	3,974	209	38,103	(4,951)	-11%
	8220 Child Nutrition Programs - Federal	105,865	-	-	-	10,115	10,709	11,256	8,442	6,191	9,005	10,693	8,442	27,014	101,867	(3,999)	-4%
	8291 Title I, A Basic Grants Low-Income	96,709	-	-	-	-	-	18,875	-	-	18,875	-	-	37,751	75,502	(21,207)	-22%
	8292 Title II, A Teacher Quality	1,215	-	-	-	-	-	1,696	-	-	1,696	-	-	3,392	6,784	5,569	458%
	8294 Title III, Limited English Proficiency	2,875	-	-	-	-	-	630	-	-	630	-	-	1,260	2,520	(355)	-12%
	8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total 8100-8299 - Other Federal Income	249,718	1,686	3,372	2,248	12,362	12,957	34,705	16,390	10,165	34,180	14,667	12,416	69,627	224,775	(24,943)	-10%
8300-8599 - Other State Income																	
	8311 Special Ed - AB602	125,717	4,927	9,854	6,569	6,569	6,569	6,569	23,230	11,615	11,615	11,615	11,615	612	111,360	(14,357)	-11%
	8520 Child Nutrition - State	8,202	-	-	-	961	978	1,048	786	576	839	996	786	2,516	9,486	1,284	16%
	8550 Mandate Block Grant	26,756	-	-	-	-	13,353	7,032	-	7,032	-	-	-	-	27,418	662	2%
	8560 State Lottery Revenue	42,194	-	-	-	-	-	9,452	-	-	9,452	-	-	18,904	37,809	(4,386)	-10%
	8591 SB740	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8599 All Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total 8300-8599 - Other State Income	202,869	4,927	9,854	6,569	7,531	20,900	24,102	24,016	19,224	21,906	12,611	12,401	22,032	186,072	(16,797)	-8%
8600-8799 - Other Income-Local																	
	8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8660 Interest / Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8670 In Kind Donation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8690 All Other Local Revenue	22,280	67	143	2,462	1,846	1,354	1,970	2,339	1,846	2,462	2,708	739	-	17,935	(4,345)	-19%
	8698 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699 Fundraising	10,000	2,717	1,497	970	732	776	997	-	480	84	50	3,232	317	11,853	1,853	19%
	8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total 8600-8799 - Other Income-Local	32,280	2,717	1,564	3,194	2,623	2,351	1,970	2,819	1,930	2,512	5,940	1,056	-	29,789	(2,491)	-8%
Prior Year Adjustments																	
	8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8999 Other Prior Year Adjustments	-	-	15	-	-	-	-	-	-	-	-	-	-	15	15	100%
	Total Prior Year Adjustments	-	-	15	-	-	-	-	-	-	-	-	-	-	15	15	100%
	TOTAL INCOME	3,031,903	2,717	91,691	161,592	205,705	164,301	177,993	231,500	246,812	260,404	302,365	262,303	254,958	2,661,888	(370,015)	-12%
Expense																	
1000 - Certificated Salaries																	
	1110 Teachers' Salaries	786,583	41,944	52,394	52,394	52,394	61,006	61,006	61,006	61,006	61,006	61,006	61,006	61,006	626,165	160,418	-20%
	1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Bert Corona Charter High School
 2017-18 Cash Flow Forecast
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Actuals as of 9/30/2017

of months remaining in FY

12 11 10 9 8 7 6 5 4 3 2 1
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 P-1

2017-18 Budget	ACTUAL												FORECAST	Budget Variance		
	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		Accrual	Jul-17 - Jun-18	Better / (Worse)
1170 Teacher Salaries - Substitute	-	4,840	4,180	6,700	5,700	-	-	-	-	-	-	-	-	21,420	(21,420)	100%
1175 Teachers' Salaries - Stipend/Extra Duty	26,250	1,041	720	-	-	11,250	-	-	-	-	-	11,250	-	24,261	1,989	-8%
1200 Certificated Pupil Support Salaries	74,165	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	82,500	(8,335)	11%
1300 Certificated Supervisor and Administrator Salaries	99,086	8,257	8,257	8,257	8,257	8,257	8,257	8,257	8,257	8,257	8,257	8,257	8,257	99,086	0	0%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	986,084	15,132	62,958	72,426	74,226	87,388	76,138	76,138	76,138	76,138	76,138	76,138	87,388	853,432	132,652	-13%
2000 - Classified Salaries																
2100 Instructional Aide Salaries	128,079	-	11,927	11,896	11,989	11,512	10,559	10,400	11,512	11,512	11,194	11,989	12,306	126,795	1,285	-1%
2200 Classified Support Salaries (Maintenance, Food)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	80,000	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	82,000	(2,000)	2%
2400 Clerical/Technical/Office Staff Salaries	102,519	7,053	9,171	8,371	9,966	9,166	7,565	7,298	9,166	9,166	8,632	9,966	10,499	106,020	(3,501)	3%
2900 Other Classified Salaries (Supervision, After School)	28,080	-	2,714	2,889	3,089	2,668	1,825	1,685	2,668	2,668	2,387	3,089	3,370	29,050	(970)	3%
Total 2000 - Classified Salaries	338,679	13,887	30,645	29,989	31,877	26,782	26,216	30,179	30,179	30,179	29,046	31,877	33,009	343,865	(5,186)	2%
3000 - Employee Benefits																
3111 STRS - State Teachers Retirement System	156,188	2,345	10,085	11,651	11,834	11,690	13,733	12,110	12,110	12,110	12,110	12,110	13,733	135,622	20,566	-13%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	15,028	918	1,457	1,331	1,494	1,388	1,178	1,143	1,388	1,388	1,318	1,494	1,564	16,061	(1,033)	7%
3331 MED - Medicare	19,209	453	1,346	1,472	1,538	1,499	1,655	1,484	1,542	1,542	1,525	1,566	1,746	17,369	1,840	-10%
3401 H&W - Health & Welfare	330,000	19,864	17,035	15,112	23,439	21,300	21,300	21,300	21,300	21,300	21,300	21,300	21,300	245,850	84,150	-25%
3501 SUI - State Unemployment Insurance	662	16	44	51	53	52	57	51	53	53	53	54	60	597	66	-10%
3601 Workers' Compensation	7,714	-	2,973	3,737	952	952	952	952	952	952	952	952	330	13,376	(5,661)	73%
3901 403B	3,387	76	307	317	319	302	268	262	302	302	290	319	330	3,393	(7)	0%
3902 Other Benefits	-	75	-	42	16	16	16	16	16	16	16	16	16	264	(264)	100%
Total 3000 - Employee Benefits	532,188	23,746	33,248	33,713	39,646	37,200	39,160	37,319	37,663	37,663	37,565	36,859	38,750	432,532	99,656	-19%
4000 - Supplies																
4110 Approved Textbooks and Core Curriculum Materials	46,250	23,604	-	-	0	0	0	0	0	0	0	0	0	23,605	22,645	-49%
4210 Books and Other Reference Materials	4,500	9,217	-	220	229	229	229	229	229	229	229	229	229	11,500	(7,000)	156%
4310 Student Materials	41,395	2,810	5,886	1,286	3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,017	37,138	4,258	-10%
4350 Office Supplies	11,000	-	65	1,511	936	936	936	936	936	936	936	936	936	10,000	1,000	-9%
4370 Custodial Supplies	5,500	-	-	461	449	449	449	449	449	449	449	449	449	4,500	1,000	-18%
4390 Other Supplies	26,500	-	11,502	129	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	27,874	(1,374)	5%
4400 Non Capitalized Equipment	66,731	1,547	-	21,033	642	642	642	642	642	642	642	642	642	28,353	38,378	-58%
4700 Food and Food Supplies	142,028	-	583	15,243	17,118	14,587	10,940	8,023	11,669	13,857	10,940	14,587	16,045	137,969	4,060	-3%
Total 4000 - Supplies	343,905	37,178	18,036	39,883	24,196	21,664	18,018	15,100	18,747	20,935	18,018	21,664	23,123	280,938	62,967	-18%
5000 - Operating Services																
5200 Travel and Conferences	16,700	1,395	80	80	127	127	127	127	127	127	127	127	127	2,700	14,000	-84%
5300 Dues and Memberships	16,544	328	260	-	861	861	861	861	861	861	861	861	861	8,336	8,208	-50%
5450 General Insurance	21,349	-	3,008	752	752	752	752	752	752	752	752	5,488	5,488	20,000	1,349	-6%
5500 Operation and Housekeeping Services	1,837	-	-	180	253	253	253	253	253	253	253	253	253	2,454	(617)	34%
5610 Rent - Facilities / Buildings / Space	178,713	-	-	-	19,857	19,857	19,857	19,857	19,857	19,857	19,857	19,857	19,857	178,711	2	0%
5620 Equipment Lease	14,217	106	2,263	989	797	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	14,217	-	-
5630 Vendor Repairs	4,400	-	-	-	489	489	489	489	489	489	489	489	489	4,400	-	-
5812 Field Trips/Pupil Transportation	6,500	-	-	1,450	561	561	561	561	561	561	561	561	561	6,500	-	-
5820 Legal / Audit Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830 Advertisement / Recruitment	8,000	-	-	-	444	444	444	444	444	444	444	444	444	4,000	4,000	-50%
5850 Non Instructional Consultants	51,986	1,672	2,288	211	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	5,313	51,986	-	-
5851 Instructional Consultants	75,960	-	1,658	9,543	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	7,751	80,960	(5,000)	7%
5853 ExED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5860 Non Instructional Software and Subscriptions	-	5,540	1,646	-	347	347	347	347	347	347	347	347	347	10,311	(10,311)	100%
5890 Other Fees / Bank Charges / Credit Card Fees	3,237	-	44	25	326	326	326	326	326	326	326	326	326	3,000	237	-7%

Bert Corona Charter High School
 2017-18 Cash Flow Forecast
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Actuals as of 9/30/2017

of months remaining in FY

	2017-18 Budget	# of months remaining in FY												Accrual	FORECAST Jul-17 - Jun-18	Budget Variance		
		12	11	10	9	8	7	6	5	4	3	2	1			Better / (Worse)	% Better / (Worse)	
	ACTUAL	ACTUAL	ACTUAL															
	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)		
5891 Factoring Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5897 Fundraising Cost	-	-	-	265	265	265	265	265	265	265	265	265	265	2,382	(2,382)	100%		
5900 Communications	31,940	1,772	2,524	717	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	31,940	-			
Total 5000 - Operating Services	431,383	10,813	13,769	13,947	41,134	41,595	41,595	41,595	41,595	41,595	41,595	46,331	46,331	421,897	9,487	-2%		
6000 - Capital Outlay																		
6900 Depreciation Expense	22,365	1,887	1,887	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	23,129	(763)	3%		
Total 6000 - Capital Outlay	22,365	1,887	1,887	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	23,129	(763)	3%		
7000 - Other Outgo																		
7221 Transfers to District	33,754	-	1,323	2,645	2,391	2,391	2,391	2,391	5,453	2,727	2,727	2,727	-	29,892	3,862	-11%		
7299 District Oversight Fee	25,470	-	960	1,919	1,937	1,418	1,418	1,707	2,036	2,291	2,438	2,291	1,508	22,212	3,258	-13%		
7310 Indirect Costs	270,660	17,558	19,959	17,113	29,942	20,714	20,279	20,206	20,714	20,714	20,569	20,934	21,079	249,780	20,880	-8%		
7438 Debt Service - Interest	-	-	-	116	116	116	116	116	116	-	-	-	-	581	(581)	100%		
Total 7000 - Other Outgo	329,884	17,558	22,241	21,677	34,386	24,640	24,204	24,421	28,319	25,731	25,733	25,951	26,096	302,466	27,418	-8%		
TOTAL EXPENSE	2,984,488	120,200	182,784	213,571	247,401	230,439	239,082	222,725	234,577	234,177	230,031	240,756	256,632	2,658,257	326,231	-11%		
NET INCOME	47,415	(117,483)	(91,093)	(51,978)	(41,696)	(66,138)	(61,089)	8,775	12,236	26,227	72,334	21,548	(1,674)	293,664	3,631	(43,784)	-92%	
Beginning Cash Balance	59,189	81,025	49,536	55	229	2,438	1,902	318	24,401	30,239	50,068	22,673	46,156	126,417	81,025	21,836		
Cash Flow from Operating Activities																		
Net Income	47,415	(117,483)	(91,093)	(51,978)	(41,696)	(66,138)	(61,089)	8,775	12,236	26,227	72,334	21,548	(1,674)	293,664	3,631	(43,784)		
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prior Year Accounts Receivable	481,016	240,024	8,528	19,718	10,303	-	3,904	221,705	-	-	-	-	-	504,182	23,166			
Current Year Accounts Receivable	(360,920)	-	-	-	-	-	-	-	-	-	-	-	-	(299,548)	61,373			
Change in Due from	-	63,325	(63,325)	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Payable	27,325	(11,683)	1,092	(665)	-	-	-	-	-	-	-	80,000	4,376	73,120	45,795			
Change in Due to	(2,048)	(227,963)	93,591	33,818	40,000	72,000	62,000	(200,000)	-	-	(101,665)	-	1,508	(226,711)	(224,663)			
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Payroll Liabilities	-	(2,083)	(160)	274	-	-	-	-	-	-	-	-	-	(1,969)	(1,969)			
Change in Prepaid Expenditures	-	22,487	-	-	-	-	-	-	-	-	-	-	-	22,487	22,487			
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Depreciation Expense	22,365	1,887	1,887	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	23,129	763			
Cash Flow from Investing Activities																		
Capital Expenditures	-	-	-	(2,929)	-	-	-	-	-	-	-	-	-	(2,929)	(2,929)			
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Loans	-	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	(50,000)			
Ending Cash Balance	274,342	49,536	55	229	2,438	1,902	318	24,401	30,239	50,068	22,673	46,156	126,417	126,417	(147,924)			

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
 2017-18 Cash Flow Forecast
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Actuals as of 9/30/2017

of months remaining in FY

12 11 10 9 8 7 6 5 4 3 2 1
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1

	2017-18 Budget	ACTUAL												FORECAST Jul-17 - Jun-18	Budget Variance			
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		Accrual	Better / (Worse)	% Better / (Worse)	
2 - State Apportionment Schedule, No Deferrals, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%				
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0				
# of School Days in Month		0	17	20	20	15	10	16	19	15	20	22	6		180			
Enrollment	356														336	(20)	-6%	
Unduplicated Count of Low Income, EL, Foster Youth	333														314	(19)	-6%	
ADA	343.54														326.31	(17)		
Income																		
8011-8096 - Local Control Funding Formula Revenue																		
8011 Local Control Funding Formula	2,118,083	-	101,217	101,217	180,339	180,339	180,339	180,339	180,339	184,454	184,454	184,454	184,454	170,577	2,012,523	(105,560)	-5%	
8012 Education Protection Account	462,724	-	-	-	109,401	-	-	109,401	-	-	113,108	-	-	107,606	439,516	(23,208)	-5%	
8096 In Lieu of Property Taxes	709,056	41,436	82,872	55,248	53,645	53,645	53,645	53,645	94,667	47,334	47,334	47,334	47,334	(4,644)	673,494	(35,562)	-5%	
Total 8011-8096 - Local Control Funding Formula Revenue	3,289,863	41,436	184,089	156,465	343,385	233,984	233,984	343,385	275,006	231,788	344,896	231,788	231,788	273,540	3,125,533	(164,330)	-5%	
8100-8299 - Other Federal Income																		
8181 Federal Special Education (IDEA)	66,252	3,822	7,644	5,096	5,012	5,012	5,012	5,012	8,917	4,459	4,459	4,459	4,459	(434)	62,929	(3,323)	-5%	
8220 Child Nutrition Programs - Federal	318,754	-	-	-	-	28,718	33,457	33,608	25,206	16,804	26,886	31,927	25,206	80,659	302,471	(16,284)	-5%	
8291 Title I, A Basic Grants Low-Income	142,048	-	-	-	-	-	-	35,681	-	-	35,681	-	-	71,362	142,724	676	0%	
8292 Title II, A Teacher Quality	1,584	-	-	-	-	-	-	4,220	-	-	4,220	-	-	8,441	16,881	15,297	966%	
8294 Title III, Limited English Proficiency	10,410	-	-	-	-	-	-	2,602	-	-	2,602	-	-	5,205	10,410	-		
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income	539,047	3,822	7,644	5,096	5,012	33,730	38,469	81,124	34,123	21,262	73,849	36,386	29,664	165,232	535,414	(3,633)	-1%	
8300-8599 - Other State Income																		
8311 Special Ed - AB602	193,454	11,170	22,340	14,894	14,636	14,636	14,636	14,636	26,023	13,012	13,012	13,012	13,012	(1,267)	183,752	(9,703)	-5%	
8520 Child Nutrition - State	26,364	-	-	-	-	2,401	2,791	2,806	2,105	1,403	2,245	2,666	2,105	6,736	25,258	(1,106)	-4%	
8550 Mandate Block Grant	51,726	-	-	-	-	-	20,320	15,703	-	15,703	-	-	-	-	51,726	(0)		
8560 State Lottery Revenue	64,929	-	-	-	-	-	-	15,397	-	-	-	-	-	30,795	61,589	(3,340)	-5%	
8591 SB740	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 All Other State Revenues	120,071	(43,300)	-	1,256,818	93,500	578,046	500,000	500,000	500,000	500,000	530,018	339,103	-	12,007	4,766,192	4,646,121	3869%	
Total 8300-8599 - Other State Income	456,544	(32,130)	22,340	1,271,712	108,136	595,083	537,747	548,543	528,128	530,118	560,672	354,781	15,117	48,270	5,088,517	4,631,973	1015%	
8600-8799 - Other Income-Local																		
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest / Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8670 In Kind Donation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8690 All Other Local Revenue	10,000	-	157	314	1,111	833	556	889	1,056	833	1,111	1,222	333	-	8,415	(1,585)	-16%	
8698 Grants	10,000	-	-	5,500	6,500	-	-	-	-	-	-	-	-	-	12,000	2,000	20%	
8699 Fundraising	10,000	-	-	-	-	-	-	10,000	-	-	-	-	-	-	10,000	-		
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 8600-8799 - Other Income-Local	30,000	-	157	5,814	7,611	833	556	10,889	1,056	833	1,111	1,222	333	-	30,415	415	1%	
Prior Year Adjustments																		
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	479	479	100%	
8999 Other Prior Year Adjustments	-	(86)	-	565	-	-	-	-	-	-	-	-	-	-	479	479	100%	
Total Prior Year Adjustments	-	(86)	-	565	-	-	-	-	-	-	-	-	-	-	479	479	100%	
TOTAL INCOME	4,315,454	13,041	214,230	1,439,651	464,144	863,630	810,756	983,941	838,313	784,002	980,528	624,177	276,902	487,042	8,780,357	4,464,904	103%	
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	976,400	10,122	77,580	79,185	87,304	87,304	87,304	87,304	87,304	87,304	87,304	87,304	87,304	-	952,618	23,781	-2%	
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teacher Salaries - Substitute	-	-	3,600	3,800	-	-	-	-	-	-	-	-	-	-	7,400	(7,400)	100%	

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
 2017-18 Cash Flow Forecast
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	Actuals as of 9/30/2017														FORECAST	Budget Variance														
	# of months remaining in FY															Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)												
	12	11	10	9	8	7	6	5	4	3	2	1	Accrual																	
2017-18	ACTUAL	ACTUAL	ACTUAL												Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual	Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)
1175 Teachers' Salaries - Stipend/Extra Duty	28,800	1,385	3,570	-	-	-	9,600	-	-	-	-	-	-	9,600	24,155	4,645	-16%													
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
1300 Certificated Supervisor and Administrator Salaries	103,480	4,270	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	8,540	98,215	5,265	-5%													
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
Total 1000 - Certificated Salaries	1,108,680	15,778	93,290	91,525	95,844	95,844	105,444	95,844	95,844	95,844	95,844	95,844	95,844	105,444	1,082,388	26,291	-2%													
2000 - Classified Salaries																														
2100 Instructional Aide Salaries	164,885	2,316	9,031	12,710	17,087	15,241	11,548	10,932	15,241	15,241	14,010	17,087	10,932	151,376	13,509	-8%														
2200 Classified Support Salaries (Maintenance, Food)	8,899	78	1,176	924	1,088	939	643	593	939	939	840	1,088	593	9,842	(943)	11%														
2300 Classified Supervisor and Administrator Salaries	136,450	9,716	9,716	9,716	11,371	11,371	11,371	11,371	11,371	11,371	11,371	11,371	11,371	131,486	4,964	-4%														
2400 Clerical/Technical/Office Staff Salaries	227,640	9,823	15,607	17,014	24,706	22,036	16,697	15,807	22,036	22,036	20,257	24,706	26,486	237,213	(9,573)	4%														
2900 Other Classified Salaries (Supervision, After School)	32,362	87	3,035	3,158	3,610	3,118	2,133	1,969	3,118	3,118	2,789	3,610	1,969	31,711	650	-2%														
Total 2000 - Classified Salaries	570,235	22,021	38,565	43,521	57,862	52,705	42,391	40,672	52,705	52,705	49,267	57,862	51,351	561,628	8,607	-2%														
3000 - Employee Benefits																														
3111 STRS - State Teachers Retirement System	165,685	2,301	13,956	13,719	14,299	14,299	15,685	14,299	14,299	14,299	14,299	14,299	15,685	161,439	4,246	-3%														
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
3311 OASDI - Social Security	32,904	1,537	2,179	2,494	3,386	3,066	2,427	2,320	3,066	3,066	2,853	3,386	2,982	32,763	141	0%														
3331 MED - Medicare	24,344	594	1,906	1,955	2,229	2,154	2,144	1,979	2,154	2,154	2,104	2,229	2,274	23,875	470	-2%														
3401 H&W - Health & Welfare	300,000	20,631	22,151	21,061	36,115	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	339,958	(39,958)	13%														
3501 SUI - State Unemployment Insurance	839	21	69	68	77	74	74	68	74	74	73	77	78	826	13	-2%														
3601 Workers' Compensation	24,285	-	6,749	8,482	1,687	1,687	1,687	1,687	1,687	1,687	1,687	1,687	462	27,042	(2,757)	11%														
3901 403B	5,132	460	691	641	521	474	382	366	474	474	443	521	462	5,910	(778)	15%														
3902 Other Benefits	-	75	-	42	98	98	98	98	98	98	98	98	98	1,000	(1,000)	100%														
Total 3000 - Employee Benefits	553,191	25,618	47,701	48,462	58,412	51,853	52,496	50,819	51,853	51,853	51,558	50,610	51,579	592,814	(39,623)	7%														
4000 - Supplies																														
4110 Approved Textbooks and Core Curriculum Materials	13,000	(90)	-	10,402	299	299	299	299	299	299	299	299	299	13,000	-	-	-													
4210 Books and Other Reference Materials	7,500	129	-	14,466	2,307	2,307	2,307	2,307	2,307	2,307	2,307	2,307	2,307	16,901	(9,401)	125%														
4310 Student Materials	50,187	3,715	9,639	2,814	3,780	3,780	3,780	3,780	3,780	3,780	3,780	3,780	3,780	50,187	-	-														
4350 Office Supplies	8,040	-	-	4,291	417	417	417	417	417	417	417	417	417	8,040	-	-														
4370 Custodial Supplies	2,158	-	-	1,091	162	162	162	162	162	162	162	162	162	2,551	(394)	18%														
4390 Other Supplies	61,950	-	61	14,127	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	61,950	-	-														
4400 Non Capitalized Equipment	12,000	1,542	-	-	1,162	1,162	1,162	1,162	1,162	1,162	1,162	1,162	1,162	12,000	-	-														
4700 Food and Food Supplies	357,172	-	-	30,261	34,271	36,678	27,508	18,339	29,342	34,844	27,508	36,678	40,345	326,777	30,395	-9%														
Total 4000 - Supplies	512,007	5,296	9,700	77,451	47,705	47,804	38,634	29,465	40,468	45,970	38,634	47,804	51,472	491,406	20,600	-4%														
5000 - Operating Services																														
5200 Travel and Conferences	26,200	765	450	450	2,726	2,726	2,726	2,726	2,726	2,726	2,726	2,726	2,726	26,200	-	-														
5300 Dues and Memberships	5,750	744	590	-	491	491	491	491	491	491	491	491	491	5,750	-	-														
5450 General Insurance	30,381	-	6,827	1,707	1,707	1,707	1,707	1,707	1,707	1,707	1,707	3,222	3,222	26,928	3,454	-11%														
5500 Operation and Housekeeping Services	46,470	-	-	3,150	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	46,470	-	-														
5610 Rent - Facilities / Buildings / Space	176,516	350	1,432	350	19,376	19,376	19,376	19,376	19,376	19,376	19,376	19,376	19,376	176,516	-	-														
5620 Equipment Lease	66,600	453	1,825	1,464	6,984	6,984	6,984	6,984	6,984	6,984	6,984	6,984	6,984	66,600	-	-														
5630 Vendor Repairs	10,400	-	-	-	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	10,400	-	-														
5812 Field Trips/Pupil Transportation	184,200	-	-	-	23,290	11,564	11,564	11,564	11,564	11,564	11,564	11,564	11,564	115,800	68,400	-37%														
5820 Legal / Audit Fees	15,000	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	15,000	-	-														
5830 Advertisement / Recruitment	5,000	-	-	-	556	556	556	556	556	556	556	556	556	5,000	-	-														
5850 Non Instructional Consultants	78,833	3,795	2,991	480	7,952	7,952	7,952	7,952	7,952	7,952	7,952	7,952	7,952	78,833	-	-														
5851 Instructional Consultants	176,031	-	3,815	6,148	18,452	18,452	18,452	18,452	18,452	18,452	18,452	18,452	18,452	176,031	-	-														
5853 ExED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
5860 Non Instructional Software and Subscriptions	19,223	13,794	3,737	-	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	1,043	26,915	(7,692)	40%														
5890 Other Fees / Bank Charges /Credit Card Fees	1,512	58	10	139	53	53	53	53	53	53	53	53	53	683	829	-55%														
5891 Factoring Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
5897 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
 2017-18 Cash Flow Forecast
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Actuals as of 9/30/2017

of months remaining in FY

12 11 10 9 8 7 6 5 4 3 2 1
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 P-1

	2017-18 Budget	ACTUAL												FORECAST Jul-17 - Jun-18	Budget Variance		
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		Accrual	Better / (Worse)	% Better / (Worse)
5900 Communications	52,980	600	7,037	2,118	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	4,803	52,980	-	-
Total 5000 - Operating Services	895,096	20,558	28,714	16,005	95,068	83,341	83,341	83,341	83,341	83,341	83,341	84,856	84,856	-	830,105	64,991	-7%
6000 - Capital Outlay																	
6900 Depreciation Expense	28,377	2,058	3,729	3,838	3,838	3,838	3,587	3,587	3,587	3,587	3,587	3,587	3,587	42,664	(14,287)	50%	
Total 6000 - Capital Outlay	28,377	2,058	3,729	3,838	3,838	3,838	3,587	3,587	3,587	3,587	3,587	3,587	3,587	42,664	(14,287)	50%	
7000 - Other Outgo																	
7221 Transfers to District	51,941	2,998	5,997	3,998	3,947	3,947	3,947	3,947	6,852	3,426	3,426	3,426	3,426	49,336	2,605	-5%	
7299 District Oversight Fee	32,899	1,826	3,651	2,434	3,434	2,340	2,340	3,434	2,750	2,318	3,449	2,318	2,318	31,255	1,643	-5%	
7310 Indirect Costs	420,386	29,548	33,589	28,799	50,397	34,865	34,132	34,010	34,865	34,621	35,235	35,479	(1,356)	420,406	(20)	0%	
7438 Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 7000 - Other Outgo	505,226	34,372	43,237	35,231	57,778	41,152	40,419	41,391	44,467	40,609	41,496	40,979	41,223	(1,356)	500,997	4,229	-1%
TOTAL EXPENSE	4,172,811	125,701	264,936	316,035	416,506	376,538	366,564	345,119	372,266	373,910	363,727	381,542	389,512	9,647	4,102,003	70,808	-2%
NET INCOME	142,642	(112,660)	(50,705)	1,123,617	47,638	487,092	444,192	638,821	466,046	410,092	616,800	242,635	(112,610)	477,395	4,678,354	4,535,712	3180%
Beginning Cash Balance	15,015,500	13,267,672	11,780,628	10,363,260	8,630,882	8,407,137	6,830,539	5,788,545	4,930,954	3,900,588	2,814,267	1,934,654	1,163,567	1,124,544	13,267,672	(1,747,829)	
Cash Flow from Operating Activities																	
Net Income	142,642	(112,660)	(50,705)	1,123,617	47,638	487,092	444,192	638,821	466,046	410,092	616,800	242,635	(112,610)	477,395	4,678,354	4,535,712	
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	445,222	201,534	80,123	22,451	14,418	-	9,976	-	-	-	-	-	-	-	328,502	(116,720)	
Current Year Accounts Receivable	(522,894)	-	-	-	-	-	-	-	-	-	-	-	-	(494,743)	(494,743)	28,151	
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	(1,872)	(1,737,334)	5,280	(5,901)	(9,141)	-	-	-	-	-	-	-	70,000	11,003	(1,666,092)	(1,664,220)	
Change in Due to	(3,684)	9,857	1,897	(438)	-	-	-	-	-	-	-	-	-	6,345	17,660	21,345	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	(4,517)	1,007	(341)	-	-	-	-	-	-	-	-	-	-	(3,850)	(3,850)	
Change in Prepaid Expenditures	-	23,931	-	-	-	-	-	-	-	-	-	-	-	-	23,931	23,931	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	86,600	-	(3,008,782)	(187,000)	(1,567,528)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(678,207)	-	(10,354,916)	(10,354,916)		
Depreciation Expense	28,377	2,058	3,729	3,838	3,838	3,838	3,587	3,587	3,587	3,587	3,587	3,587	3,587	42,664	14,287		
Cash Flow from Investing Activities																	
Capital Expenditures	(14,208,485)	86,787	(1,496,982)	(1,123,641)	(187,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(678,207)	-	(9,399,043)	4,809,443		
Cash Flow from Financing Activities																	
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	(43,300)	38,284	1,256,818	93,500	500,000	500,000	500,000	500,000	500,000	500,000	339,103	-	4,684,405	4,684,405		
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	894,806	11,780,628	10,363,260	8,630,882	8,407,137	6,830,539	5,788,545	4,930,954	3,900,588	2,814,267	1,934,654	1,163,567	1,124,544	1,124,544	1,124,544	229,738	