

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday January 29, 2018 at 6:00 PM PST

Location

YPICS Central - 10660 White Oak Avenue, Suite B101, Granada Hills, CA 91344

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

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Gene Straub	
C. Flag Salute			5 m
D. Additions/Corrections to Agenda		Gene Straub	2 m
II. COMMUNICATIONS			6:08 PM
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

6:13 PM

A. Committee/ Council Reports	FYI	5 m
<ul style="list-style-type: none"> 1. Academic Committee Reports 2. Climate and Culture Committee Reports <ul style="list-style-type: none"> 1. Student Leadership Council 3. Parent/ Committee Advocacy/ Engagement Reports <ul style="list-style-type: none"> 1. School Site Council 2. English Learner Advisory Committee 4. LCAP Advisory Committee Reports 		
B. Facilites Update	FYI	5 m
	Ruben Duenas	

This update is for all of the YPICS' schools.

	Purpose	Presenter	Time
C. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
D. Monsenor Oscar Romero Executive Director's Report	FYI	Kevin Myers	5 m
E. Bert Corona Charter High School Executive Director's Report	FYI	Larry Simonsen	5 m
F. Executive Director's Report	FYI	Yvette King-Berg	5 m

IV. CONSENT AGENDA ITEMS 6:43 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 5 m**

1. Recommendation to approve the Study Smart Tutor Partnership Agreement. This agreement will provide the following high schools: Bert Corona, Discovery Prep, Monroe, and Vaughn with PSAT prep and tutoring. Study Smart will also offer a PSAT parent workshop for each campus. Recommendation to approve.

V. ITEMS SCHEDULED FOR ACTION 6:48 PM

- A. November 2017 Financials for YPICS Vote Irina Castillo 10 m**

Recommendation to approve the YPI Charter Schools November financials with the check registers as submitted.

- B. Form J-13A - Allowance of Attendance for BCCS and BCCHS Vote Yvette King-Berg 5 m**

- 1. **Recommendation to approve and submit “Request for Allowance of Attendance Because of Emergency Conditions” to the California Department of Education (J-13A)**

Recommendation to approve and submit “Request for Allowance of Attendance Because of Emergency Conditions” to the California Department of Education to obtain approval of attendance and instructional time credit during the closure of Bert

	Purpose	Presenter	Time
Corona Charter School and Bert Corona Charter High School (December 5 – December 8; 4 days), due to the Creek Fire.			

C. Receipt of CTEIG Funds Acknowledgement	Vote	Yvette King-Berg	5 m
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1. Recommendation to acknowledge receipt of CTEIG funds (\$567,528)

Recommendation to acknowledge the receipt of \$567,528 of CTEIG Funds and approval to move funds to Vaughn Next Century Learning Center. The CDE approved the change in fiscal agent during the summer of 2017. This amount represents the final apportionment for the grant due to be received by YPICS.

D. Recertify MOU with Unidos US (formerly NCLR)	Vote	Yvette King-Berg	5 m
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1. Recommendation to recertify with Unidos (Unidos US MOU)

UnidosUS, previously known as NCLR (National Council of La Raza), is the nation’s largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers that affect Latinos at the national and local levels. YPICs is an Affiliate of UnidosUS granting us access to RFPs, trainings, networking, peer-exchanges, and support. As outlined in the Memorandum of Understanding (MOU), Affiliates undergo a re-certification process every three years.

E. YPI Charter Schools Board Resolution to Join CharterSafe JPA	Vote	Yvette King-Berg	5 m
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1. Board Resolution to have YPI Charter Schools join Charter Safe JPA

CharterSAFE JPA is a non-profit organization that is operated by a board of charter school leaders for the sole benefit of charter schools. This JPA is focused on stabilized insurance rates, using a combination of self insurance, reinsurance and conventional insurance to best ensure cost savings year-to-year.

F. Board President Resignation	Vote	Yvette King-Berg	5 m
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1. Recommendation to accept President Gene Straub’s board resignation

G. Election of Interim Board Chair	Vote	Yvette King-Berg	5 m
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1. Recommendation to elect an interim board chair -The interim will serve until the board has defined what they want in a board chair and feel ready to choose a regular board chair within the next two to four months.

	Purpose	Presenter	Time
VI. CLOSED SESSION			7:28 PM
A. Public Employee: Discipline/Dismissal/Release	Discuss	Gene Straub	30 m
Closed session will begin promptly at 6:30 p.m.			
VII. OPEN SESSION			7:58 PM
A. Items Scheduled for Action	Vote	Gene Straub	5 m
VIII. ANNOUNCEMENTS			8:03 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m
IX. Closing Items			8:05 PM
A. Adjourn Meeting	Vote		

Coversheet

Monsenor Oscar Romero Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: D. Monsenor Oscar Romero Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: MORCS - 17-18 Success Plan Teacher Checklist.pdf
17-18 MORCS SARC (Jan 26).pdf
MORCS - 17-18 School Success Plan.pdf

2017-2018 School Success Plan

Teacher Checklist

Focus 1: Mid-Year Performance Reviews: (Start Date: January 22)

- Meet with Myers and/or Zepeda ([click here to see the schedule](#))
- Schedule a class recording and observation
- Meet with Myers and/or Zepeda to review the recording and reflect/set goals.

Focus 2: Data: (Start Date: January 22)

- Be sure to set a goal with your kids for their assessments (e.g. 80% met/exceeded on their next assessment; 50 lexile point growth in Achieve3000; 50 ALEKS topics completed)
- If you teach English or Math, be sure to have MAPs test results and goals posted as well.
- Post goals on your wall and remind students frequently. Discuss data soon after assessments are taken.
- Post assessment results periodically to show your growth towards your goal.

[Click here to see the full "Room Environment Checklist"](#)

Focus 3: SFA Strategies Across Content Areas: (Start Date: January 29-February 2)

- Use Think-Pair-Share as a strategy during your direct instruction.
- Provide opportunities for students to collaborate and discuss daily.
- When kids are working in groups, make sure all students have a role.
- Think Aloud/Modeling: model strategy use, expectations, and thought process for students.
- Explicit vocabulary instruction: be sure you are identifying and teaching vocabulary words regularly.
- Thinking Maps/Graphic Organizers

Focus 4: Observational Rounds (Start Date: February 5-March 2)

- [Use this form](#) to observe a colleague (form is posted in Google Classroom):
 - Requirements:
 - Complete at least one observation before March 2nd

- Submit completed document to Myers and Zepeda
- You may use scheduled time with Myers/Zepeda to conduct observational rounds with an administrator. Please let us know ahead of time if you would like to do this.*

Focus 5: EL/LTEL Support (Start Date: February 5)

- Plan specific supports for students weekly.
- Provide opportunities to engage and respond.
- Provide opportunities for students to practice the 4 parts of language assessed by the ELPAC:
 - Listening
 - Speaking
 - Reading
 - Writing
- Provide students with specific feedback about their language.
- Include a language goal daily along with your objectives.
- Review and utilize [SDAIE Strategies](#) during your regular instruction.
 - [Other strategies and activities that support English learners](#)

Monsenor Oscar Romero Charter Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Kevin Myers, Principal

Principal, Monsenor Oscar Romero Charter Middle

About Our School

Welcome to Monsenor Oscar Romero Charter School! We are a public charter school in the Pico Union area of Downtown Los Angeles. Our mission is to provide an exceptional experience through authentic learning opportunities that will prepare our students for college and career. Our hallmarks and areas of expertise are project based learning, technology integration, service learning, and parent engagement.

As the Lead Administrator for Monseñor Oscar Romero Charter School, I would like to take this opportunity to welcome you to our school family and community. The educational focus of Monseñor Oscar Romero Charter School is to prepare students for success in high school and the university by providing authentic learning opportunities that help students to create and seize opportunities in their communities. We use our hallmarks (project based learning, service learning, technology integration, and parent engagement) to help our students learn the skills they need to be college ready, lifelong learners, and active citizens. To ensure that our kids are ready for all the things their futures hold, we use a mastery grading paradigm for instruction and grading. Our goal is that our kids will have a true understanding of their learning and their mastery of skills and content, allowing them to constantly push forward and progress.

At MORCS we are committed to your child's success and we are committed to the growth and development of your entire family. We offer events, trainings, and wrap around services that will benefit the entire family and will help our students find success. Each student is an individual with very specific needs, and our effort is to provide information, support, and resources that will meet the needs of all of our families. It is our goal to give all stakeholders from the community a voice in running our school because we believe that it takes a village to raise a child. We want children and families to be the executives of their own education, and we want them to feel a sense of ownership over their educational experience at MORCS.

It is our sincere desire and expressed hope that your experience at Monseñor Oscar Romero Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community will grow as well. Together, we can make a huge impact on our children and their futures. Welcome to the Monseñor Oscar Romero Charter School family!

Kevin Myers

Executive Administrator

Contact

*Monsenor Oscar Romero Charter Middle
1157 South Berendo St.
Los Angeles, CA 90006-3301*

Phone: 213-413-9600

E-mail: mmyers@romerocharter.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	YPI Charter Schools
Phone Number	818-726-8883
Superintendent	Yvette King-Berg
E-mail Address	ykingberg@ypics.org
Web Site	ypics.org

School Contact Information (School Year 2017-18)	
School Name	Monsenor Oscar Romero Charter Middle
Street	1157 South Berendo St.
City, State, Zip	Los Angeles, Ca, 90006-3301
Phone Number	213-413-9600
Principal	Kevin Myers, Principal
E-mail Address	mrmymers@romerocharter.org
Web Site	http://romerocharter.org
County-District-School (CDS) Code	19647330114959

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

Monseñor Oscar Romero Charter School (MORCS) provides for urban students in grades 6-8 for academic success and promotes active community participation. The Pico Union/Westlake was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

The commitment is to engage students to become education and as change agents to build and contribute to their community and to celebrate the richness of their cultures. Monseñor Oscar Romero Charter School uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry.

The curriculum is based on research-based effective programs that include facilitation through culturally-enriched instructional strategies. All members of the school community are engaged in our school and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment which is grounded in the culture of students, and family-school-community partnerships, the school assists students to overcome these barriers and in turn empower them to succeed well beyond high school, and lifelong learning.

Rigorous Academics

At YPI Charter Schools we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. We utilize our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

Support for All Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and YPICS is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. We dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic behaviors at YPICS: Be Safe, Be Responsible, Be Respectful. Safety is first in the line because if a student does not feel safe and secure, less (if any) learning will take place. Our schools place tremendous importance on serving the "whole child," meaning academics are only part of what we pour into our kids. Our positive support plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where students can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of The Art and Science of Teaching and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in Leverage Leadership by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day to day work of our team. Our number one goal is support for all teachers and all learners.

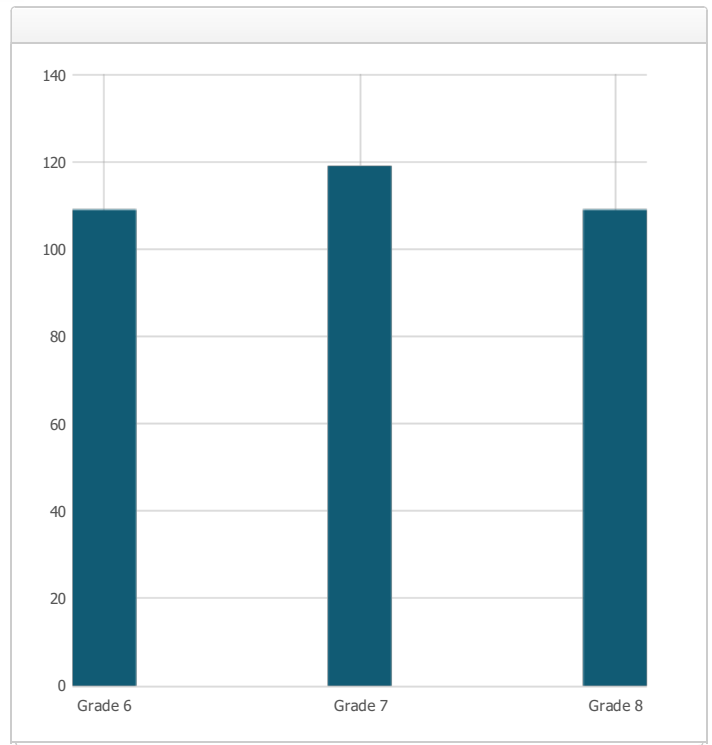
Sustainable Growth

At YPI Charter Schools, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

Last updated: 1/26/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	109
Grade 7	119
Grade 8	109
Total Enrollment	337



Last updated: 1/26/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	99.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.4 %
English Learners	34.1 %
Students with Disabilities	13.4 %
Foster Youth	1.2 %

Last updated: 1/26/2018

A. Conditions of Learning

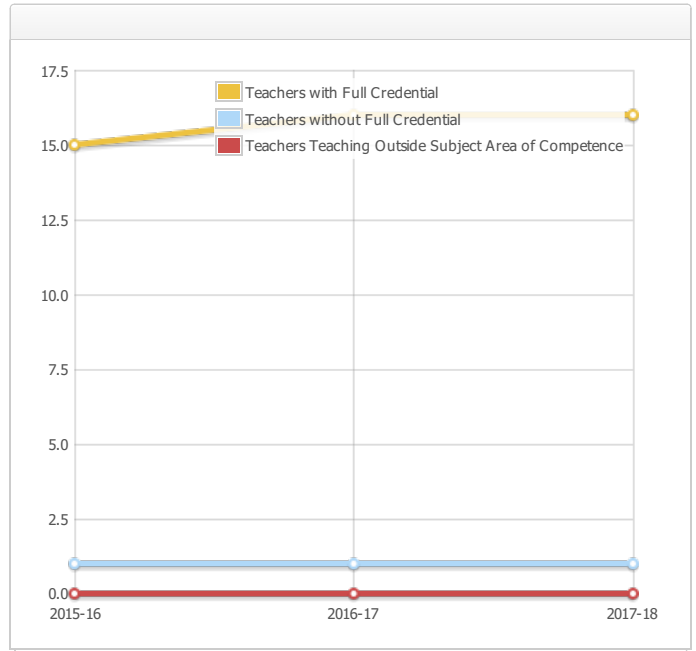
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

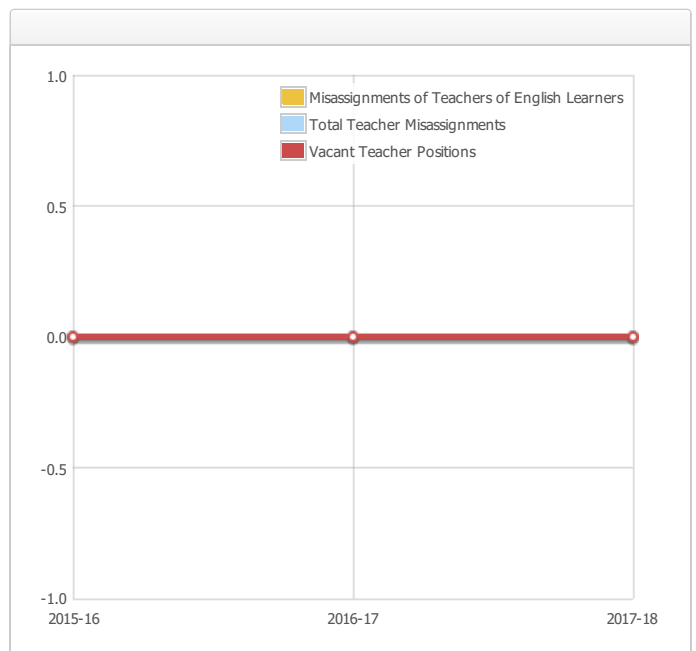
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	16	16	39
Without Full Credential	1	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For reading language arts, we use several different resources. We have grade level novels (3 per grade level) that teachers use to teach language, reading, and writing skills. Each student has a copy of each book. We also provide access to all students on Achieve3000, an online program focused on expository reading and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.0 %
Mathematics	For mathematics, we use the Success for All Power Teaching Math program for all grade levels. We also provide each student with an account on ALEKS, which is a supplemental program for learning in math (ALEKS was adopted in 2010).	Yes	0.0 %
Science	We recently moved to an integrated model for middle school science under NGSS. All teachers and students have access to individual online accounts for Pearson Interactive Science.	Yes	0.0 %
History-Social Science	For History and Social Studies, we utilize the TCI History Alive resources for all grade levels. Each student has access both at school and at home.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/26/2018

School Facility Conditions and Planned Improvements

MORCS partners with our district placement school (Berendo Middle School, via prop 39) to maintain cleanliness and safety of our school. Whenever repairs are needed, MORCS administration uses the LAUSD Principal's corner to request repairs through the district. We also have our own cleaning crew that we pay to clean the classrooms daily and to do deeper cleans during student breaks. We have also been working with the Prop 39 energy efficiency and Green Economy to ensure that we have an energy efficient building. Currently there are two issues: 1) we have is a classroom with a thermostat that cannot be controlled to accurately regulate room temperature and a repair request has been placed with the district. Additionally, we termites in the Jaffe building we occupy; this is also known by the district school and a request has been submitted to address.

Last updated: 1/26/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	As stated before, the Jaffe building has termites that flare up occasionally.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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Last updated: 1/26/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	29%	25%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	21%	17%	29%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	334	99.40%	24.92%
Male	161	159	98.76%	19.62%
Female	175	175	100.00%	29.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	333	331	99.40%	24.85%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	316	314	99.37%	24.28%
English Learners	220	218	99.09%	12.44%
Students with Disabilities	42	42	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	332	98.81%	17.47%
Male	161	157	97.52%	19.75%
Female	175	175	100.00%	15.43%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	333	329	98.80%	17.33%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	316	312	98.73%	16.67%
English Learners	220	216	98.18%	--
Students with Disabilities	42	40	95.24%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	78.0%	63.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/26/2018

Career Technical Education Programs (School Year 2016-17)

To address college and career readiness, MORCS classes incorporate projects into everyday instruction and we challenge kids to be innovative and resourceful by using the broad range of technological resources available at our school. In terms of technology, our school is currently operating with 1 to 1 resources so kids have access to current technology in all classrooms. Our science classes have an engineering focus and we strive to make connections to everyday life and the real world through our daily lessons. Additionally, our kids meet with an advisory teacher each day and discuss both college readiness and career options.

Last updated: 1/26/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/26/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	28.3%	18.3%	15.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents have ample opportunity to engage in all areas at MORCS, and we encourage parents to participate in all school initiatives. Our school calendar has always included weekly trainings and opportunities for parents to come to the school and engage with administration, parent coordinator, and trainers from various school staff members. Our goal is to engage our parents as partners, not as mere participants or bystanders in their child's education. To accomplish this, we have opportunities for parents to engage beyond meetings in the parent center. Each month parents participate in Parent Advisory meetings, School Advisory Council meetings, parent leadership meetings. We are also focused on training our parents on the same topics and initiatives our staff are trained on so they can provide feedback as we implement. We encourage our parents to come for observational rounds to provide feedback from a parent's lens on what is going on in our classrooms. We have many events throughout the year when parents can come and engage with their kids in academic topics and activities. One example of this was our Maker Madness event that provided families projects they could work on together. All projects were based on Engineering concepts, and the goal of the evening was to help parents and students understand the skills and practices within the field of engineering. Another example is our annual CASA project, a service learning project our kids participate in through a partnership with UnidosUS. The parents participate all along the way to help kids identify issues within the community they would like to address and then the kids develop projects that help educate others and address those community needs. Finally, we partner frequently with CCSA to help our parents engage in advocacy work for their school, the charter school movement, and in political movements in the state.

State Priority: Pupil Engagement

Last updated: 1/26/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

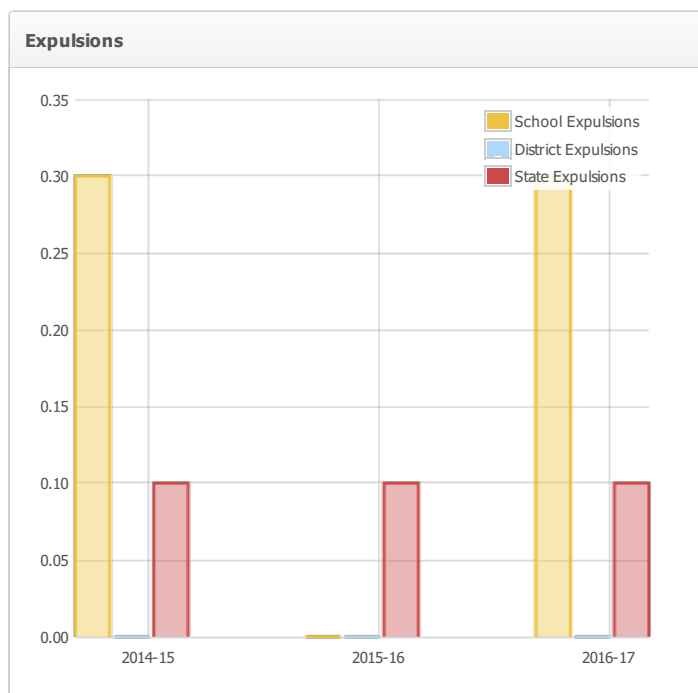
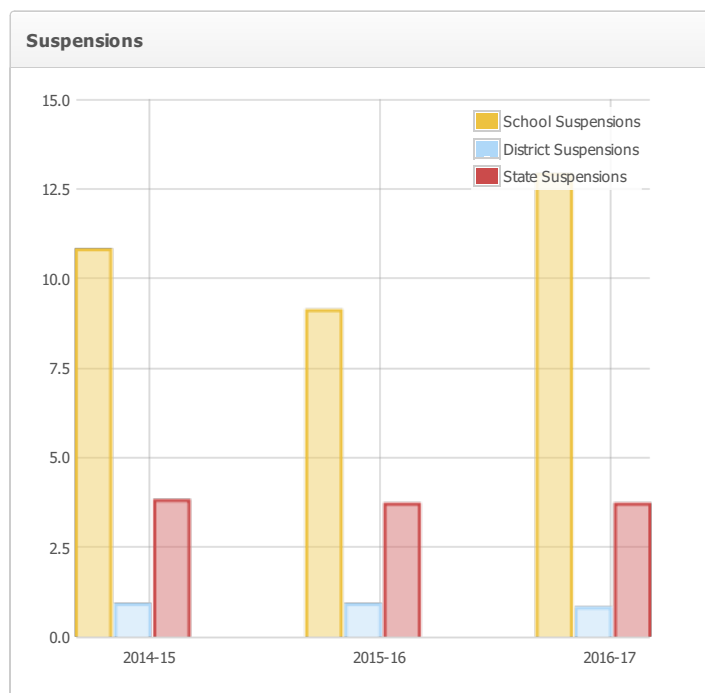
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.8%	9.1%	12.9%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/26/2018

School Safety Plan (School Year 2017-18)

Monsenor Oscar Romero Charter School follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city, county, and state building codes are also followed. We have 2 campus supervision aids who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certificated teachers and/or by paraprofessionals. We have a specific supervision plan that ensures students are supervised in all parts of the school throughout the day. All of our staff members are first aid and CPR certified. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file. As per our Prop 39 agreement with LAUSD, MORCS collaborates with Berendo Middle School to participate as part of their campus' overall safety plan.

Last updated: 1/26/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	25.0	2	4	1	34.0	0	4	2	30.0	0	4	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	0	15	0	27.0	1	15	0	23.0	7	13	0
Mathematics	27.0	0	9	0	27.0	0	9	0	28.0	1	8	0
Science	27.0	0	8	0	27.0	0	8	0	29.0	0	8	0
Social Science	27.0	0	11	0	27.0	0	8	0	29.0	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	4.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$3047.0	\$7870.0	--
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	18.0%	-200.0%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2018

Types of Services Funded (Fiscal Year 2016-17)

At Monsenor Oscar Romero Charter School, we believe in teaching the whole child, which means that in addition to a comprehensive academic program, we also put a lot of resources and effort into wrap around services for the child and the family. Our academic program is a fully inclusive program that includes support for all students. We have two resource teachers and two aids who work with our population of students with special needs. We have a team of academic tutors who work with an academic coordinator to provide support to students in all classrooms. These tutors also focus on supporting English Learners (ELs) to develop the language skills they need to be successful in their core content classes. We provide tutoring and academic support through a team of teachers and through our after school program. To get our kids engaged in their communities, we implement the CASA service learning project designed by UnidosUS. This project encourages students to identify and discuss assets and deficits in their communities and then develop plans to address the community needs. This project engages the students in real world action, making their academic learning more meaningful. As a part of this project and all other daily academic activities, we utilize technology. We have a 1 to 1 technology model and we encourage our teachers to use technology on a daily basis. We also focus on providing quality professional development and support to our teachers because we know that if we build great teachers, our kids will be successful. We partner with the Success for All Foundation to implement two of their research proven programs: Reading Edge and Power Teaching Math, both of which align with the California State Standards and support learners at all levels.

To address the non-academic needs of our kids, we have a lot of programs and resources in place. We have a full time school social worker and several counselors available to meet student social emotional needs. These positions are available because of our participation in the School Transformation Grant. We also have a leadership program, a sports program, and many after school clubs (including Anime, art, drama, peer mediation, and engineering). We also have an after school program where students can participate in enrichment programs, collaborative teambuilding games, and academic/homework help. We love to build our students and families up through engagement in their community and with partnerships like UnidosUS and CCSA, we are able to provide a lot of training for our parents and offer many programs that will help build our community.

Last updated: 1/26/2018

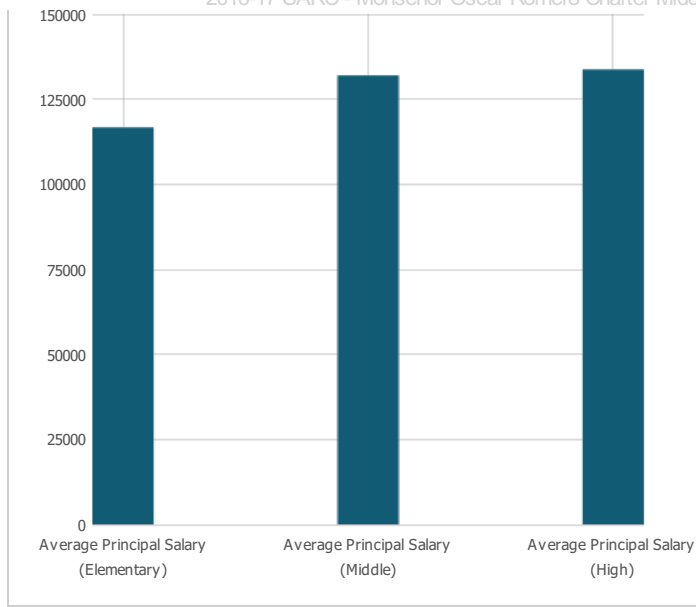
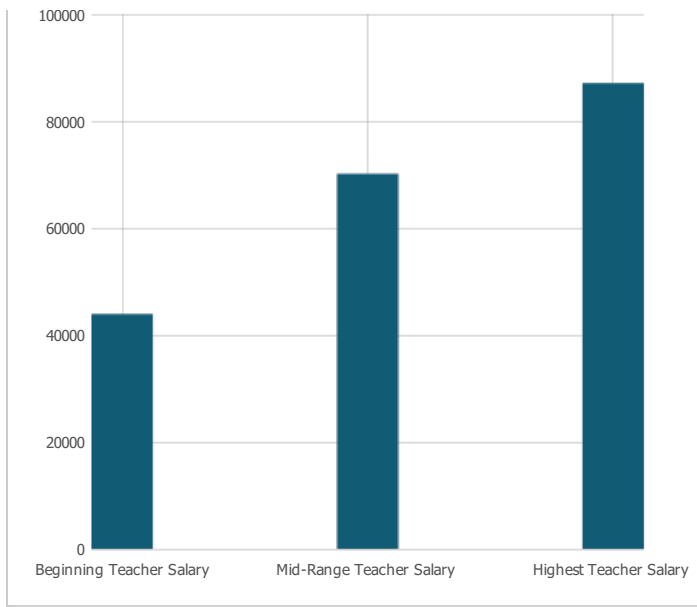
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/26/2018

Professional Development

Professional development is a primary focus for our school because we believe that investing in our teachers and staff will help us reach all of our kids. Our school schedule has shortened days every Monday; students are released at 2pm instead of 3:50pm and our team has PD from 2:10 to 4:10pm. Additionally, we schedule one pupil free day each month to provide extended time for our team to dig into data, reflection, and relevant pedagogy. We typically have approximately 30 Monday professional development meetings and 5 full day meetings, and 5 half day meetings. On the full days, all schools from YPICS come together to reflect, learn, and share best practices. During our full and half day TPDs, our teachers are provided a conference-style day in which our team has a buffet of sessions from which they can select to create their own schedule for the day. Our professional development plan and focus are determined each semester based on classroom observations and student outcomes. Using multiple sets of data, we meet as a team prior to each semester to review our outcomes and to reflect on our successes and areas of need. Using this information, we generate a plan of attack for each semester. This plan always includes a plan for professional development.

During our current semester (January through June 2018) we are focused on several items: 1) strategies for EL/LTEL success 2) Project Based Learning, 3) At Risk Populations and their needs, and 4) schoolwide positive behavior and intervention support plan. In addition to professional learning series on these topics, we also provide time for teachers to reflect and collaborate on their practice and opportunities for teachers to share best practices. For this time, we utilize National School Reform Faculty protocols to help teachers analyze their plans, student work, and their outcome data to perpetually improve their professional practices.

Last updated: 1/26/2018

2017-2018 School Success Plan

SCHOOL GOALS: SEMESTER 1

As an organization, we know that our primary goal is to prepare students academically for success in college and for their future careers. However, there are many other factors that contribute to academic success other than understanding the content being taught and ability to demonstrate academic mastery. For that reason, we have staff members who focus on those other elements that are so crucial to student success. The 2016-2017 school year came with many challenges behaviorally, including cursing at staff members, disrespect to teachers, staff, and administration, attendance issues, frequent student conflicts, and lack of ownership/responsibility in students for their own education. Staff members were also very weary and concerned about their students and the lack of academic progress last year. All stakeholders reported in surveys that they wanted to feel more connected to the school and they wanted to experience more ownership in the success of the school. Everyone wanted their voices to be heard and to implement systems, structures, and events that would make them proud of their school. During the summer of 2017, our leadership analyzed this survey data, academic data, and behavioral data and we came up with a plan to address the needs of the school.

Below are our notes from our discussion during the summer:

General Comments:

- Parents survey- needs to be separated from BCCS
 - Should have the parents complete the survey on their own.
- Parents are very involved; parents would like more communication and communication connected to academics and classroom efforts.
- Communication tends to be last minute
 - Keep events at the scheduled time as much as possible
 - Difficulties with co-location
 - Tier I for the committee: results were lower because there was less communication with parents than desired.
- Records: the same schools are difficult to get records from
 - Admin support pushes the schools to react more quickly.
 - A lot of turnover with the records dept at schools near MORCS
 - PARS need to be collected
- MAPs:

- Mean RIT progressed over the year for math and for reading
- SBAC/Grades:
 - 40% (approx) Ds in 7th ELA; this is not our goal, but it matches SBAC outcomes
- Over 20% student placement in honors courses
- Students indicated that 8th grade classes are rigorous
- Need to clarify: when to fill out an ODR.
- How and when should we provide a refresher course of ODRs?
- Academics:
 - EL reclassification
 - % Met/Exceeded (math and English)
- Attendance:
- Disrespect:
 - Peer to Peer
 - Bullying
 - Student to staff

Strengths	Areas of Growth
<ul style="list-style-type: none"> ● Parent engagement and attendance at events ● Grades align with SBAC results ● Data collection ● Rigor in 8th grade- need to build on this! 	<ul style="list-style-type: none"> → Communication (staff survey, parent survey) → Feedback and support <ul style="list-style-type: none"> ◆ Alignment with SBG ◆ Interventions for 6th grade → Focus on school culture: <ul style="list-style-type: none"> ◆ 8 Keys of Excellence ◆ Behavior ◆ Partnerships with Parents ◆ Managing classroom behaviors ◆ Follow up with ODRs ◆ School culture and relationships with peers ◆ School safety

We felt that we had a great teacher support plan and professional support plan in place and we had the resources our teachers and students need to be successful. The team determined that school culture and stakeholder support were areas that, if improved, would have an impact on our academic outcomes. Our primary goals for the first semester were to improve feedback and support for all stakeholders and to improve overall school culture (for students, parents, and staff). Even though we have team members whose primary roles focus on parents or instruction, we felt that those areas of focus could be addressed by all staff members to help improve our school outcomes.

REFLECTION ON FIRST SEMESTER

During the first semester, we put many systems and efforts in place to meet our goals. Below are some explanations of efforts we put in place to meet our goals (improved culture and improved support/feedback for all stakeholders):

Parent and Student Voice: School Advisory Council

To support our parents and to give them more voice, we modified the School Advisory Council to meet the needs of all of our federal (ESSA) and state (LCAP) guidelines in regards to parental and community engagement. Parents on the council also represent EL and Title 1 students. This council includes community members, school staff, parents, and students; the council works collaboratively to provide feedback to the Executive Administrator and to help catalyze improvement in all school areas. This council meets monthly to ensure students, parents and community members all have a voice.

Parent Advisory Council:

In addition to our School Advisory Council that has a mixed group of stakeholders, we have also formalized our Parent Leadership Council/Advisory. The group continues to meet monthly, and we held elections for officers to put more ownership and responsibility into the hands of the parents (as required in the ESSA and Title I guidelines). These officers help to plan and lead the meetings each month.

Student Leadership:

Our student leadership class has always been a huge component of our school culture. Traditionally we have had a teacher serve as our leadership teacher/advisory. This teacher would work with a group of approximately 30 students who would plan bi-monthly events and activities for the student body, including lunchtime competitions, dances, movie nights, and spirit weeks. This is a tremendous amount of work and we have always wanted to provide these leadership opportunities to more students. This year we have a small leadership council that meets after school 3 days per week to plan monthly events, but we also have a leadership class as one of our electives for 8th grade. The teacher and after school leadership advisor work collaborative to plan events, but they also work on

Youth Advisory Board:

We are fortunate to receive funding from UnidosUS each year for the CASA Service Learning Project. One component of this grant is to have a Youth Advisory Board (YAB) that helps to provide student leadership and student voice for the service projects. Additionally, the YAB members learn how to manage funds, as they are responsible for \$2000 of the overall funding. With support from school administration and their YAB Advisor, the students review requests from funding from school staff and award mini-grants as they see fit. This leadership opportunity is a wonderful growth and extracurricular opportunity for a group of our kids.

Parent and Student Voice: Surveys

This year we will be conducting our parents survey twice to gather more feedback, and we will continue to use the Youth Truth Survey Data to gather feedback from our students and staff. The survey data is vital for providing stakeholders with voice and to help the leadership team determine the success of school initiatives.

Academic Tutoring and Support Team:

Our academic team provides support to some of our most struggling students. In the past we utilized tutors through class/teacher assignment. Our tutors would support one teacher throughout the day and students would receive support as they rotated through the classrooms. This year, our tutors have a caseload of students who were identified based on academic benchmark data and teacher recommendation. These students are on the MORCS “Hotlist” and they receive support through push-in and pull-out support from our tutors, much like a special education program. Each of these students improved by at least 5 RIT points on our Winter MAPs benchmark; this growth is significant as students are only expected to grow between 2 and 6 points for the entire school year (depending on content and grade).

Teacher Support Meetings:

Throughout the first semester, Mr. Myers and Mr. Zepeda held regular meetings with teachers to provide one-on-one support to teachers. These meetings included discussions about data, student progress, instructional strategies, and planning support. During the meetings the teachers set goals for their upcoming instruction and would then report back on those goals in subsequent meetings. The meetings provided time for teachers to discuss best practices with experienced admin/teachers and also created accountability for student outcomes for all teachers.

Tuning Protocols:

Our professional development time is used to discuss and learn about best practices in education and instruction. We believe that our teachers are the experts in their classroom and that our collective experiences are more impactful than just the experience of our leadership team. We provide time regularly for Critical Friends Groups (NSRF Protocol) to allow our teachers and staff to provide feedback to each other and to help calibrate our efforts. Additionally, our teachers have time during critical friends groups to share ideas and strategies that they feel may support their colleagues. Teachers value this time and express that it helps them to grow as professionals and as educators.

Increased Walk Throughs and Observations:

Our admin team has increased the number of walk throughs and observations, but we would like to formalize this practice for the second semester. In addition, we will re-introduce our practice of teacher instructional rounds in the second semester.

Exhibitions:

We held several exhibitions during the fall semester with the goal of making student learning more meaningful. In October we held our Maker Madness Family Engineering night to get the entire family involved in engineering practices. We also participated in the DTLA Mini Maker Faire where our students presented a video gaming system they had created using their understanding of the conductive properties of electricity. We also started our service learning presentations in collaboration with Unidos US and the CASA service learning projects. When students apply their knowledge and share their learning with others, their learning has more purpose than simply regurgitating their knowledge on a test.

Celebrations for Growth:

Along with our goals, we put in intentional times during the semester to celebrate student growth. These celebrations included assemblies, trips, nacho parties, throwing water balloons at staff and teachers, and certificates/buttons.

Were We Successful?

We have grown a lot during the first semester. Many of the undesired student behaviors have decreased and we are able to focus more on instruction in the classrooms. Teachers and staff express that they feel supported and that they are growing professionally, and they feel that the team works very well together. They also state the the school feels more positive and that we have developed a strong growth mindset this year. While many factors contribute to a school’s success, one of the major indicators of success in all areas is increased proficiency on academic assessments. After our benchmark assessment (the first benchmark of the year) in December, 288 of our students had improved at least 5 points on their assessment. We also had strong growth in the number of students who scored at a met or exceeded level on the benchmark.

MORCS Math									
	6th		7th		8th		All		
	#	%	#	%	#	%	#	%	
Fall MAP	10	9%	5	5%	13	10%	28	9%	
Winter MAP	15	13%	12	12%	31	26%	58	17%	
GROWTH	5	4%	7	7%	18	16%	30	8%	

MORCS Reading									
	6th		7th		8th		All		
	#	%	#	%	#	%	#	%	
Fall MAP	16	14%	16	16%	25	21%	57	17%	
Winter MAP	26	22%	26	22%	45	38%	97	29%	
GROWTH	10	8%	10	6%	20	17%	40	12%	

Each cohort of students showed growth, and our school as a whole grew significantly! We had an overall 8% increase (30 students) in students who score a met or exceeded in math; we had an overall 12% increase (40 students) who scored a met or exceeded in reading. This is wonderful growth as a school and we look forward to continued growth in the second semester.

SCHOOL GOALS AND ACTIONS: SEMESTER 2

Our goals for the second semester will not change, but we will be working to tighten up our systems and expectations to ensure that our school culture, our feedback and support, and our academic outcomes continue to improve. Here are the action items we will be putting in place to push our growth during the second semester.

ACTION ITEMS

Instruction		
Item	Lead	Indicator/Evidence
<p>Clear data goals shared with students</p> <p>PD Need: Time to analyze data and set goals; create action plan and timeline for sharing and discussing data</p>	<p>Zepeda</p>	<p>Data goals posted on classroom walls</p> <p>Student goal setting sheets and reflections</p> <p>Increased grades in classes</p> <p>Increased MAP scores</p> <p>Increased SBAC scores</p>
<p>Focus on at risk students</p> <p>PD Need: Training on at risk populations (EL, SPED, Low Income, Homeless, Foster Care) and their needs in the classroom</p> <p>PD Need: SDAIE, Explicit vocabulary instruction, collaborative practices, opportunities to respond</p>	<p>Zepeda, Rodman</p>	<p>Service goal setting and tracking sheets (tutors)</p> <p>PD on at risk students and their needs</p> <p>Clear supports in classrooms</p> <p>Use of collaborative practices</p> <p>Classroom opportunities to respond</p> <p>TPS</p> <p>Increased grades in classes</p> <p>Increased MAP scores</p> <p>Increased SBAC scores</p>

<p>SFA Across the Content Areas</p> <p>PD Need: Check in on strategy use</p>	<p>Zepeda</p>	<p>TPS</p> <p>Group work and roles (with role cards)</p> <p>Use of rubrics to improve student responses</p> <p>Language Goals</p>
<p>Improved Standards-Based Grading and Release of Responsibility Practices</p> <p>PD Need: Strategies for release of control Tuning protocol and calibration (including connection to CCSS)</p>	<p>Zepeda</p>	<p>Observation notes</p> <p>Recorded Lessons</p>
<p>Observational Rounds</p> <p>PD Need: expectations and systems for observational rounds</p>	<p>Zepeda</p>	<p>Obs rounds checklists and notes</p> <p>Obs round schedule</p> <p>Obs round feedback from colleagues and staff</p>
<p>Improved systems for data analysis and teacher reflection/calibration</p> <p>PD Need: Time to watch lessons/reflection/calibrate</p>	<p>Zepeda/Myers</p>	<p>Recorded lessons</p> <p>Teacher reflections based on recorded lessons</p>
<p>Academic competitions</p>	<p>Academic Team (Myers, Zepeda, Castillo, Duran)</p>	<p>Student participation</p> <p>Advertising and promoting of competitions</p> <p>Increase scores in target programs</p>
<p>Improved tracking of resource minutes and all IEPs up to date</p>	<p>Ballard, Myers, Nutt</p>	<p>Welligent</p>
<p>CASA Implementation</p>	<p>Zepeda, ELA Teachers</p>	<p>Classroom walls</p> <p>Regular CASA Check Ins</p> <p>Lesson Plans</p>

		Service Project completion Reflection Event at the end of the year School Activities
Gathering feedback	Zepeda	Evaluations for PD sessions will be collected weekly.

Culture		
Item	Lead	Indicator/Evidence
Tier 1: Improved routines in classrooms and for class transitions	Castillo	Less Tardies Less chaos during transitions Improved efficiency in the classrooms (observations/notes)
Tier 1: Implement Suicide and Bullying Prevention Programs	Castillo, Aquino	Assemblies Presentations Documentation PPT presentations
Tier 1: One event per week from student leadership	Archer, Castillo	Events happen; students complete reflections after events.
Tier 1: Increased More Store Opportunities	Castillo	More Store available every other week on Fridays
Tier 2 and 3: Clear progression for consequences along with consistent use of Ripple Effects	Castillo	Increased consequences if students repeat similar behaviors.
Tier 1: Better planning and calendaring for field trips and fun fridays	Castillo, Aquino, Leads, Zepeda	Clarified expectations with staff (during PD) Field trips and Fun Fridays all on the calendar ahead of time Planning documentation for all field trips
Retreat Committee	Castillo, Long	Retreat Planning Documents and Execution

Parents/Community		
Item	Lead	Indicator/Evidence
Parent Training on Classroom Strategies, Routines, and Expectations (calibration with school culture and instructional efforts)	Myers, Jimenez	PPT Presentations Sign in Sheets Parent Classroom Observation Notes and Reflections
Parent Recruitment Team	Gamez, Jimenez	Creation of team Creation of documents or plan for outreach
SAC Committee	Myers, Jimenez	Meeting minutes Full SAC team at each meeting

Outreach		
Item	Lead	Indicator/Evidence
Improved Blog and Photo presence (telling our story)	Myers	Active website blog with updates weekly
School visits	Gamez, Myers	School visits calendared School visits completed
New brochure	Myers, Gamez, Ruiz	New, printed brochure
Door to door recruitment	Gamez, Myers	Scheduled date for recruitment, team to walk

To make sure our whole team is on the same page, we will be implementing the following PD schedule for the second semester.

PROFESSIONAL DEVELOPMENT PLAN

PD Date	Timeframe	Item(s)
1/8/18	Full Day	Data Analysis Opportunities to Respond At Risk Students (Trauma)
1/22/18	1st Hour	PD Series Selection (15-20 min) Observation Rounds (20-30 min)
	2nd Hour	Committee Meetings
1/29/18	1st Hour	At Risk Populations
	2nd Hour	CASA Planning
2/5/18	1st Hour	Reorganization Packet
	2nd Hour	Committee Meetings
	3rd Hour	Tuning Protocol and Calibration
2/12/18	1st Hour	PD Series: Strategies to Support At Risk Students (Week 1)
	2nd Hour	At Risk Populations
2/19/18	1st Hour	Committee Meetings
	2nd Hour	PD Series: Strategies to Support At Risk Students (Week 2)
2/26/18	1st Hour	PD Series: Strategies to Support At Risk Students (Week 3)
	2nd Hour	
3/5/18	Full Day	Tuning Protocol and Calibration
3/12/18	1st Hour	Committee Meetings
	2nd Hour	PD Series Reflection and Share Out
3/19/18	1st Hour	Data Progress Check
	2nd Hour	
4/9/18	1st Hour	CASA Event Planning Time
	2nd Hour	CASA Event Planning Time

	3rd Hour	Committee Meetings
4/16/18	1st Hour	CASA Event Planning Time
	2nd Hour	SBAC Testing
4/30/18	1st Hour	Committee Meeting
	2nd Hour	SBAC Testing
	3rd Hour	Tuning Protocol and Calibration
5/7/18	1st Hour	SBAC Testing
	2nd Hour	
5/14/18	1st Hour	Committee Meeting
	2nd Hour	
5/21/18	1st Hour	Tuning Protocol and Calibration
	2nd Hour	
5/28/18	1st Hour	Close out procedures, grades
	2nd Hour	Committee Meeting
6/4/18	1st Hour	Celebration and Reflection
	2nd Hour	Time to work on close out items

ACADEMIC GOALS:

As discussed before, the ultimate outcome is that our kids are prepared for college and their careers based on academic mastery. Below are our continuing academic goals for the year and our 5 year SBAC outcome goals:

Program/Assessment	Goal	Baseline	October 2017 Benchmark 1	December 2017 Benchmark 2	March 2018 Benchmark 3	June 2018 Benchmark 4 (Final)
Achieve 3000	40 point lexile growth for each student	Level Set Test-Due by 8/31/17	Student lexile levels constantly adjust as students completed 2 articles and activities per week			Post-Level Set Test
ALEKS	Completion of Grade Level Topics by 4/15/18	All students in RtI course for ALEKS- should be finished in the first 5 weeks of school	Students are constantly working on topics throughout the year. All topics should be completed by 4/15/18			
NWEA Reading	35% Meets or Exceeds Standard on MAPs Assessment	17.07% Meets or Exceeds Standard on MAPs Assessment	N/A	Goal: 24% (2 more kids per cohort achieve met or exceeded on Dec MAPs test)	N/A	35% Meets or Exceeds Standard on MAPs Assessment
NWEA Math	25% Meets or Exceeds Standard on MAPs Assessment	8.54% Meets or Exceeds Standard on MAPs Assessment	N/A	Goal: 15% (2 more kids per cohort achieve met or exceeded on Dec MAPs test)	N/A	25% Meets or Exceeds Standard on MAPs Assessment
8th Grade Science MORCS	80% proficient and advanced	N/A	N/A	N/A	N/A	SBAC: 80% proficient and advanced
Classroom Units	80% mastery on all unit assessments/projects	80% mastery on all unit assessments (i.e. 80% of students will score 3 or 4 based on unit rubrics and outcomes).				
CAASPP/SBAC (Math and Reading)	See NWEA Reading and Math Goals	Tracked using NWEA MAPs: See above				35% (Reading), 22% (Math) Meets or Exceeds Standard on SBAC Assessment
Success for All Reading	80% of students will score 80% or higher on the comprehension portion of their cycle test.	N/A	39% of students will score 80% or higher on the comprehension portion of their cycle test.	50% of students will score 80% or higher on the comprehension portion of their cycle test.	65% of students will score 80% or higher on the comprehension portion of their cycle test.	80% of students will score 80% or higher on the comprehension portion of their cycle test.

	Baseline (16-17 Data)	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)
Reading	25%	35%	43%	51%	56%	60%
Math	17%	25%	33%	41%	46%	50%
					Renewal Data	

CSD Recommendations:

Governance:

- Update board meeting info on our school website.
- Update expulsion policy to indicate that the parent be the bearer of the responsibility to require to give a written request for a public hearing three days prior to the hearing.
- In the employee handbook:
 - Provide clarity of due process for school staff.

Student Achievement and Educational Performance:

- Raise percentage of students who meet/exceed on SBAC: ELA and Math
- Benchmark (Previously Not Met): "Monsenor Oscar Romero Charter Middle will have a reclassification rate that exceeds the District's rate."
- Implement a consistent guideline for clear expectations to ensure consistency in standards-based implementation and progress towards mastery.
- Provide opportunities to improve teacher alignment to CCSS and alignment to current charter benchmarks.
- Utilize instructional strategies from the SFA program to enhance teaching delivery practices in all other academic periods.
- Develop systems for data analysis
- Develop strategies and provide training to support teachers with the influx of EL 1s and support for LTELs
- Professional Development Plan:
 - Report indicates that we have only "Partially" implemented a PD plan.
 - Recommended PD:
 - Explicit vocabulary instruction
 - Standards based grading
 - Advisory
 - SDAIE
- Have teachers focus on release of responsibility for students to make cognitive choices on what types of thinking maps work best, based on the task at hand as well as a release of responsibility for students to own their own thought process within their own mapping.
- Set expectations for specific strategies to support collaborative practices:
 - Think Pair Share
 - Group Jobs/roles
- Improve "Meeting the Needs of All Students"- we received on a partial completion rating:
 - SPED
 - EL
 - LTEL
- Create a direct protocol for data analysis and for assessment calibration discussions
- Implement suicide and bullying prevention assemblies and presentations

- Growth for all admin: create a template for observation that all admin and leaders can use
 - Have discussions to calibrate observations.
- Use recordings to calibrate, grow, and share best practices
- Work on student responses (use SFA rubric):
 - Restate the question
 - Complete sentences
 - Academic language
 - Routines and structure
 - TPS, opportunities to respond.

Coversheet

Bert Corona Charter High School Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: E. Bert Corona Charter High School Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: BCCHS SARC.pdf

Bert Corona Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Bert Corona Charter High
Street	12513 Gain St
City, State, Zip	Pacoima, Ca, 91331
Phone Number	818-480-6810
Principal	Larry Simonsen, Executive Administrator
E-mail Address	mrsimonsen@coronacharter.org
Web Site	http://ypics.org/bert-corona-high-school/
County-District-School (CDS) Code	19647330132126

Last updated: 1/24/2018

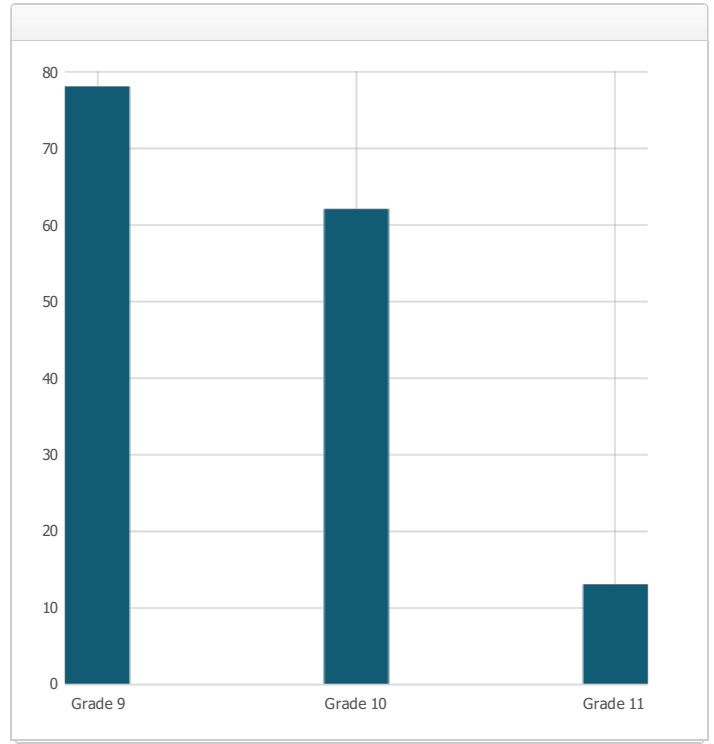
School Description and Mission Statement (School Year 2017-18)

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become skilled and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning, Concurrent Enrollment with local community colleges, and technology integration across all subjects.

Last updated: 1/24/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	78
Grade 10	62
Grade 11	13
Total Enrollment	153



Last updated: 1/24/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.7 %
Hispanic or Latino	98.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.7 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.5 %
English Learners	13.5 %
Students with Disabilities	21.6 %
Foster Youth	0.0 %

Last updated: 1/26/2018

A. Conditions of Learning

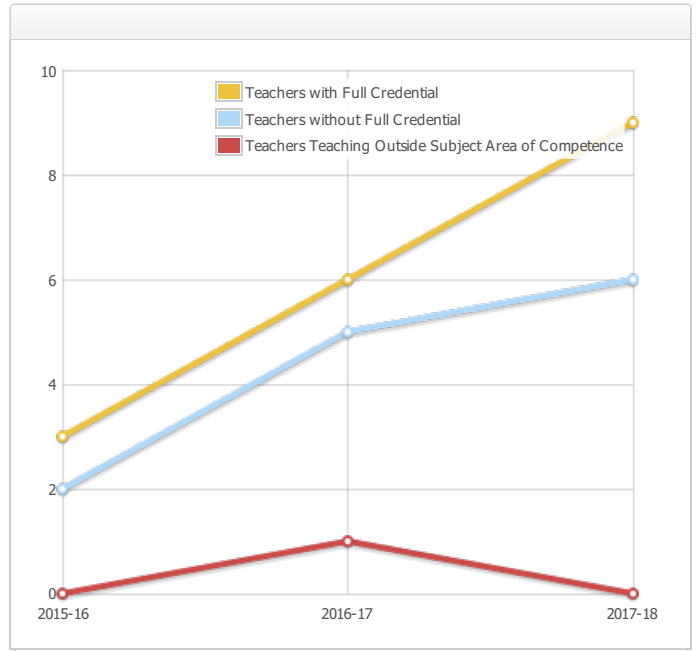
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

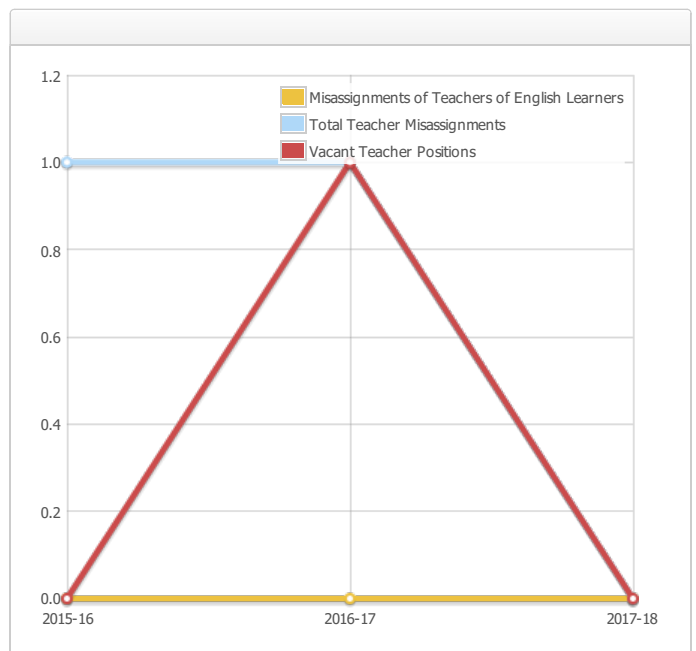
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	6	9	9
Without Full Credential	2	5	6	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0 %
Mathematics			0 %
Science			0 %
History-Social Science			0 %
Foreign Language			0 %
Health			0 %
Visual and Performing Arts			0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0 %

Note: Cells with N/A values do not require data.

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	%	23%		40%		48%
Mathematics (grades 3-8 and 11)		0%		30%		37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.86%	23.08%
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	13	92.86%	23.08%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	12		91.67%	18.18%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	13	92.86%	
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	13	92.86%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	12		91.67%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	57.0%	0.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/26/2018

Career Technical Education Programs (School Year 2016-17)

BCHS offers a CTE pathway in Visual and Media Arts. There are three classes offered:

Foundations in Visual and Media Arts

Visual Arts and Technology II

Visual Arts and Technology III

The CTE pathway of visual arts and media/technology is integrated in several of our UCCI (University of California Curriculum Integration) courses, including Algebra, Geometry, English, and World History.

All students are required to take the first two courses in the CTE pathway.

All learning outcomes are derived from CTE Visual, and Media Arts standards.

All learning outcomes are assessed using rubrics that are created by teaching staff. https://drive.google.com/drive/folders/OB_56vCmQdSjZxktU0MtQ9zQ2Musp=sharing

Last updated: 1/26/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	153
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/26/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	26.9%	34.6%	10.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The primary parent organization accessible for parent participation is the BCCHS School Advisory Council. This council discusses the academic, operational, and cultural initiatives of the school and votes to adopt/approve significant changes to the school's program. In addition, monthly parent information and dialogue meetings are held on Saturday mornings, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

State Priority: Pupil Engagement

Last updated: 1/26/2018

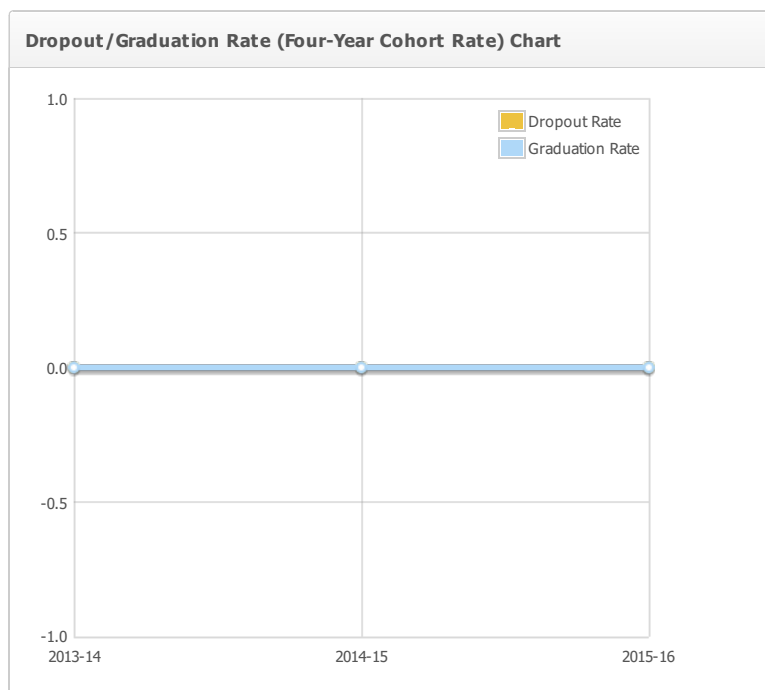
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

The school's first graduating cohort will matriculate in the spring of 2018.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%



Last updated: 1/26/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

The school's first graduating cohort will matriculate in the spring of 2018.

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

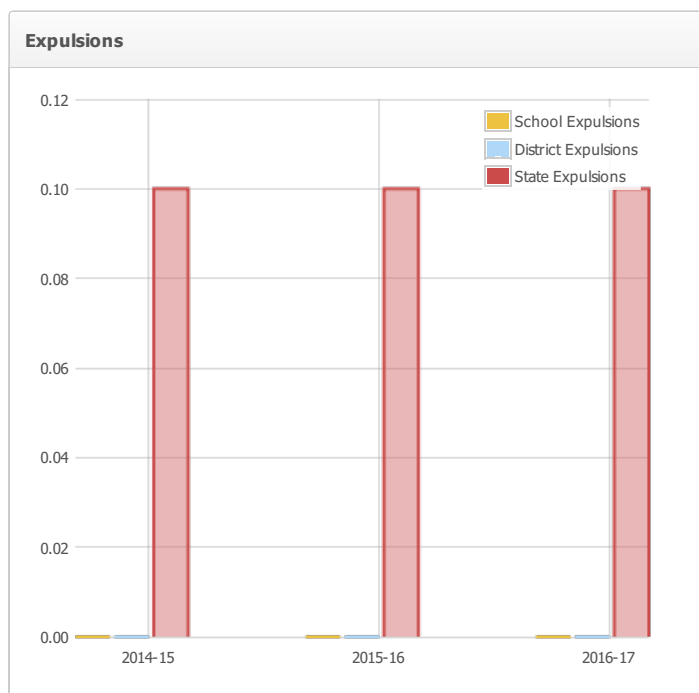
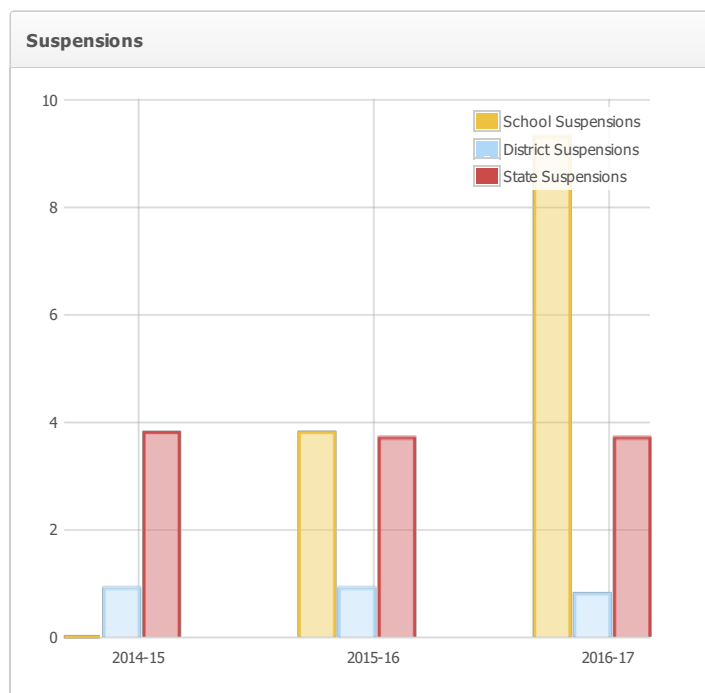
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	3.8%	9.3%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/26/2018

School Safety Plan (School Year 2017-18)

As a co-located school in LAUSD, BCCHS follows the comprehensive safety plan for its host school, Maclay Middle School.

BCCHS participates simultaneously with Maclay MS in all safety and emergency drills, and has access to all emergency supplies provided to that school.

The key elements of the safety plan (drills procedures, exit routes, access to first aid) are covered with staff and students at the beginning of each school year.

Last updated: 1/26/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other			0		15.0	5	0	0	20.0	6		3

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	14.0	9	0	0	13.0	16	0	0
Mathematics	0.0	0	0	0	11.0	6	0	0	2.0	1	0	0
Science	0.0	0	0	0	13.0	5	0	0	17.0	7	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	14.0	6	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	153.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

BCCHS employs a full time MFT counselor.

BCCHS partners with Youth Policy Institute to provide added instructional support during school hours in the form of college counseling, in-class tutoring, after school tutoring, and small-group advising.

YPI also supports BCCHS with after-school extra curricular programming that exposes students to photography, music, art, sports, speech and debate, and dance.

BCCHS participates in CIF athletics in volleyball, basketball, and soccer.

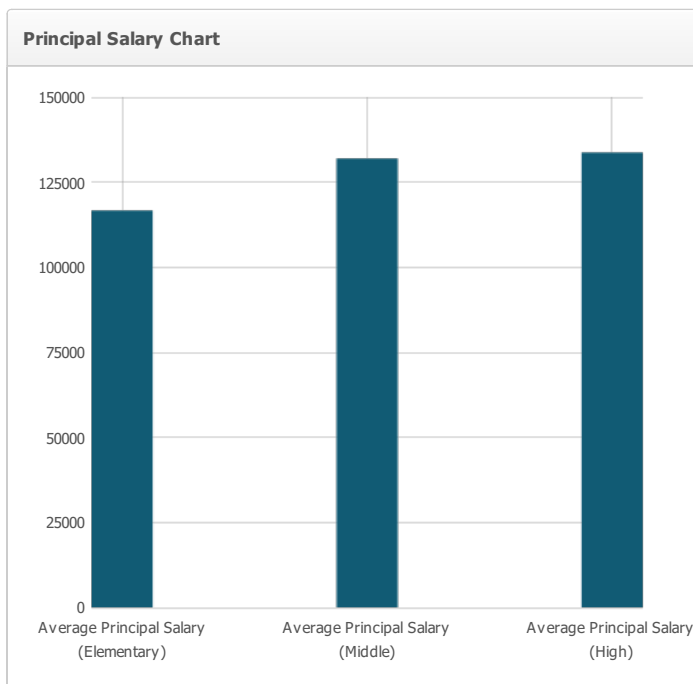
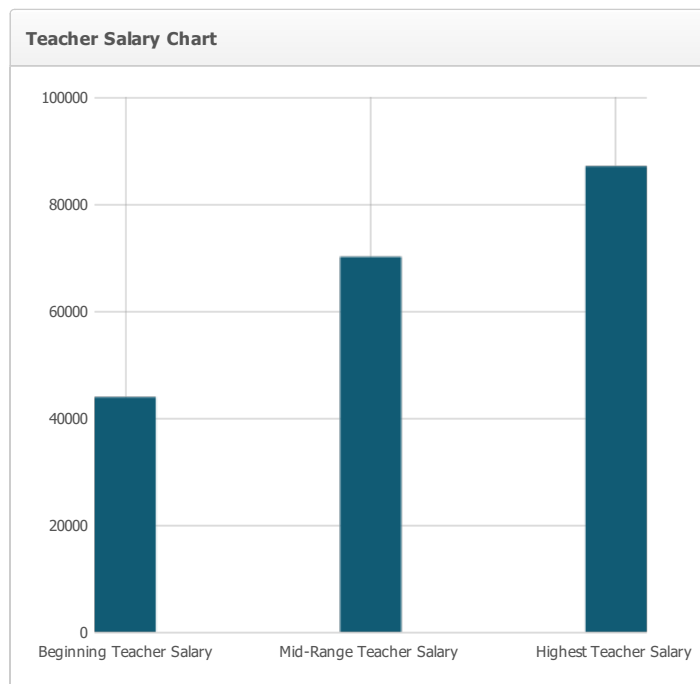
BCCHS partners with Los Angeles Mission College to offer concurrent enrollment courses on the BCCHS campus, allowing students to work towards an AA while still enrooled in high school.

Last updated: 1/26/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/26/2018

Professional Development

2015 - 2016 14 Full Training PD Days and 35 Shortened PD days.

2016-2017 19 Full Training PD Days and 30 Shortened PD days.

2017-2018 11 Full Training PD Days and 29 Shortened PD days.

The major areas of focus for professional development has been and continues to be three-fold:

- 1) Mastery Learning and Standards-Based Grading
- 2) Support for English Language Learners and support of Special Needs Learners
- 3) Reflection for self-directed learning.

Some of the primary methods and delivery of Professional Development have been:

- 1) The utilization of research literature and Critical Friends Protocols for informing and giving feedback on practice.
- 2) Reading and calibrating student work samples for inner-rater reliability of assessment tools (rubrics).
- 3) Professional Expert training and support (from outside the school; i.e. SFA, Suicide Prevention, Accommodation vs. Modification)

When budget permits, staff are sent to conferences to seek out best-practice training. Our staff has attended the Illuminate Conference, Success for All Conference, and the California Charter Schools Conference, to name several outside PD providers.

Staff is also encouraged to spend conference time visiting and observing one another to learn best-practice methods from one another.

Last updated: 1/26/2018

Coversheet

Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: F. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: YPICS ED Report January 2018.pdf



YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

January 29, 2018

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.

CCSA:

The California Charter Schools Association (CCSA) issued the following statement in response to the resignation of LAUSD Superintendent Dr. Michelle King:

"As a Los Angeles Unified graduate, life-long public-school educator, and the first African American woman to lead the district, Dr. Michelle King's work in public education in Los Angeles has been truly inspiring. As Superintendent, Dr. King spearheaded new and innovative efforts to improve Los Angeles' public education system, including the District's first-ever Promising Practices Forum, which brought L.A. Unified charter school and district educators together to share best practices. Dr. King has been a strong supporter of education choice and the replication of innovative school models to best meet the needs of each student. We thank Dr. King for her decades of fighting for our students. Our thoughts are with Dr. King and her family during this difficult time."

Jed Wallace, President & CEO, California Charter Schools Association

Congress Votes to Preserve PABs & NMTCs

Congress passed the final version of the tax bill that will soon be signed by the President. The bill is imperfect, but we are grateful that Congress protected Private Activity Bonds (PABs) and New Market Tax Credits (NMTCs). These financial tools are vital to acquiring safe and appropriate charter school space for students. The elimination of Qualified Zone Academy Bonds (QZABs) and Advance Refunding will be a hardship for some of our schools. CCSA will continue to work with the National Alliance for Public Charter Schools to develop additional financing tools that will serve our schools, students, and our communities more effectively.

More than 300 charter school leaders, teachers, parents, and supporters wrote or called their congressman to protect charter public schools. Our movement and our students are stronger because of you. A special thank you also goes to Ruth Dutton of Sycamore Valley Academy who

worked with California Congressman Devin Nunes to protect charter public schools. Thank you all for your advocacy on behalf of California's charter public school students.

NATIONAL:

From the National Alliance for Public Charter Schools –

National Alliance Statement on Tax Plan

Washington, D.C.- National Alliance for Public Charter Schools President and CEO Nina Rees released the following statement on the Tax Cuts and Jobs Act:

"We are grateful that Congress protected Private Activity Bonds (PABs) and New Market Tax Credits (NMTCs) in the final tax bill that will soon be signed by the President. Though imperfect, these financial tools are vital to acquiring safe and appropriate charter school space. The elimination of Qualified Zone Academy Bonds (QZABs) and Advance Refunding will be a hardship for some of our schools. We look forward to working with Congress in the coming year to develop financing tools that will serve our schools, students and taxpayers more effectively."

STATE:

From School Services of California –

UCLA ECONOMISTS FORECAST “SUNNY 2018, CLOUDY, 2019”

Acknowledging that they hope to be as accurate as modern day meteorologists, economists with the UCLA Anderson Forecast are predicting a sunny 2018 U.S. economy followed by a cloudy 2019.

The National Forecast

On December 6, 2017, UCLA released its quarterly forecast for the U.S. and California economies. David Shulman, the lead economist for the national forecast, said that real economic growth for the nation would continue at a 3% pace through the second quarter of 2018, propelled by strong equipment spending, which is currently running at an 8% rate. This growth in the gross domestic product (GDP), however, will fade in 2019 as the economy bumps up against labor supply constraints. By the fourth quarter of 2019, the U.S. economy will slow to 1.4%, according to UCLA.

Growth in U.S. employment is expected to continue, with nonfarm employment increasing from \$146.5 million in 2017 to \$150.2 million in 2019. The unemployment rate, which was 4.1% in November 2017, is expected to fall to 3.7% by the fourth quarter of 2018 and then rise to 4.2% just 12 months later.

Shulman commented that there is still considerable uncertainty about the specifics of the federal tax overhaul, which they dubbed the measures in the House and Senate the “Lawyers and

Accountants Relief Act” and the “Leave No Lobbyists Behind Act.” For purposes of modeling the impact of the tax package on the U.S. economy, the measure was assumed to contain a \$1.5 trillion tax cut over 10 years, with a corporate tax rate of 25%. However, Shulman speculated that the final measure could cut taxes as much as \$2.2 trillion.

Over the long run, UCLA forecasts rising federal deficits, given the magnitude of the tax cuts. However, in 2018 the federal deficit could actually fall by \$100 billion to \$200 billion as a result of the additional tax revenues on repatriated corporate profits.

Shulman indicated that he expected Jerome Powell, the newly appointed chairman of the Federal Reserve (Fed), to follow the fiscal policies of Janet Yellen, although he might take a more relaxed view of federal regulatory policies. The UCLA forecast assumes that the Fed will raise the federal funds rate by 0.25% at its December 2017 meeting and then adopt three more 0.25% increases in 2018. By the end of 2019, the federal funds rate is expected to reach 3%.

UCLA has noted that wages have increased at an anemic pace of roughly 2% annually since the Great Recession ended in 2009 and that with a tightening labor market, higher wages are expected. However, as the unemployment rate reaches a 17-year low, wage gains remain weak. Nevertheless, UCLA predicts wage growth reaching 4% in 2018.

The major risk to the forecast is the outcome of negotiations on the North American Free Trade Agreement (NAFTA). Shulman pointed out that gross trade between the U.S., Mexico, and Canada is more than \$1 trillion annually. If the U.S. leaves NAFTA, the growth outlook will deteriorate, with the chance of a recession in late 2018 or 2019 increasing significantly.

The California Forecast

Jerry Nickelsburg, the head of the Anderson Forecast and the lead economist on California, noted that the state’s growth has outpaced U.S. growth since the end of the recession, but that the outlook is for slower growth ahead.

Growth in high-wage fields, such as business, scientific and technical services, and the information sectors, have come to a halt. Nickelsburg pointed out that growth in the California economy depends on three elements: a growing workforce, a growing stock of physical capital, and increasing productivity. While there has been slow growth in physical capital and productivity, employment growth may be reaching its upper limit. Immigration has slowed and high home prices keep young families from moving into many regions of the state. The proposed federal tax changes could make matters worse, with the loss of deductions for mortgage interest and state and local taxes. These changes would effectively raise the price of already expensive California homes. Countering these effects on California housing are proposals to stimulate investments, which should boost economic activity statewide.

UCLA sees employment in California increasing 1.5% in 2018 and 1.1% in 2019, while real personal income increases of 3.1% in 2018 and 3.6% in 2019.

PROPOSED CHANGES TO THE CALPERS AMORTIZATION POLICY

As we have previously reported in our *Fiscal Report* articles, contributions to the California Public Employees’ Retirement System (CalPERS) are critical to the solvency

of the basic retirement plans, but the return on investments is key as it impacts the funded status of the plan and will drive the employer contribution rates of the future.

Overview

Currently, the overall Public Employees' Retirement Fund (PERF) for schools is only 67.8% funded to pay for pension benefits to members of the system. The plans are not 100% funded due to several contributing factors that have led to the current funding status, such as: fluctuations in investment, hiring, retirement, economic outcomes (e.g., inflation), and ultimately the funding policy set by the CalPERS Board (Board).

Proposed Changes

The Finance and Administration Committee (Committee) of the Board is tasked with continually reviewing the policies to ensure that goals are being met to sustain the PERF. In reviewing the current policy, the Committee analyzed a typical public agency plan by looking at its valuation and amortization schedule, and concluded that with the current policy, if a significant market downturn occurs, the funded ratio would drop and could continue to decline for several years following a loss. In addressing this dilemma, the Committee will be proposing changes to the amortization policy at the Board meeting next month.

The main change to the policy that the Committee will bring forth to the Board is to shorten the amortization period from 30 years to 20 years applied prospectively. With this approach, annual amortization amounts will be higher, which means faster amortization of losses, faster amortization of gains, and increased employer contribution volatility. However, with the higher cost up front, total payments over the amortization period will be reduced, which means less interest will be paid over amortization for losses and less interest earned over amortization period for gains. CalPERS also cites this as improved intergenerational equity as the unfunded liability will be paid off more quickly and the gains and losses will be addressed much sooner.

For CalPERS employers, if this policy is adopted, there will be greater volatility in employer contributions, and the near-term trend will be higher contributions overall.

Amortization Policy Survey

The Committee is encouraging stakeholders to take the [Amortization Policy Survey](#) and submit their feedback no later than January 24, 2018, so the results can be analyzed and presented to the Board on February 13 for consideration.

Meanwhile, we soon expect an official release of revised estimated employer contribution rates based upon the June 20, 2017, actuarial study for the Schools Pool under the current amortization policy. Stay tuned . . .

SPECIAL FISCAL REPORT: GOVERNOR'S PROPOSALS FOR THE 2018-19 STATE

BUDGET AND K-12 EDUCATION

Preface

What if life gave each of us a “mulligan” which in golf allows us to replay a shot to see if we can do better? How would we use that “mulligan” to our best advantage?

Well, Governor Jerry Brown got that “mulligan” and used it fully. The opportunity to be Governor at a young age, leaving office in 1974, then holding a variety of elected positions over nearly three decades, then becoming Governor again in 2010 gave Governor Brown the replay he wanted. Equipped with the experience and knowledge gained over a long political life, Governor Brown was clearly ready to put his mark on the state a second time as Governor. However, this was going to be the toughest course he had ever played!

The Challenge

Most of us remember what California looked like when Governor Brown was elected in the middle of the Great Recession: Unemployment rates of 14%, among the highest in the nation; cuts to school funding totaling an ongoing 22%; the worst credit rating of any state in the U.S.; companies moving out of California for greener pastures elsewhere; state revenues that consistently came in lower than projected and left the state so cash-poor that it could not even pay annual apportionments to schools without substantial deferrals; reductions in school staffing of more than 20%, in addition to layoffs, furlough days, increased class sizes, reductions in the school year, and a 20% cut to categorical programs.

And the dysfunction extended far beyond public education. The rancorous environment and partisan bickering in the Legislature led to State Budgets that were consistently months late and filled with gimmicks to try to survive another year. The state General Fund carried a negative reserve that was getting worse, not better. Federal judges were ordering the state to release prisoners to reduce overcrowding. The housing market had collapsed to the extent that the median price of homes was half what it had been four years before. Anyone longing for the bad old days?

The Path to Recovery

Crisis leadership is about defining the key controllable elements of a critical situation and massing resources at those points to bring about positive change. To accomplish that in a situation like Governor Brown inherited, he used his extensive experience in governance, built legislative support often by supermajority, and put his own personal charisma and reputation on the line.

Later on, when the national economic recovery started, the Governor’s plan received a needed and expected boost, but for the first three years of his term we remained mired in the Great Recession and there was no external help to be had. California needed to create jobs, opportunities for employers, and a stronger more sustainable tax base, all while supporting the needs of former tax payers who had suddenly become tax receivers. Aided by temporary taxes, spending reductions and difficult policy choices, Governor Brown tackled the problems facing the state.

We are advocates for public education and do not like the fact that during the Great Recession the bulk of the State Budget cuts were taken by education. We felt the same about the classified, certificated, and management staff members in school districts shouldering the sacrifice of lower

budgets and fewer jobs. But we also recognize that in order to save the ship you may have to offload the heaviest cargo, so sometimes the gold (in this case, our children’s education) must be jettisoned. Moving the needle on California’s recovery required bold, immediate actions; and Governor Brown took those actions. There was no guarantee that the Governor’s plan would save our state, but the absence of action would guarantee defeat.

The Recovery

Aided by improving national and state economic conditions, California’s recovery allowed the Governor to reshape major state institutions. No more property tax diversions to Redevelopment Agencies, a long-term solvency plan for the state’s defunct pension plans, greater reliance on the top one-percent of taxpayers, and of course, restructuring of the entire educational delivery model.

Beginning in 2013, and continuing today, we have enjoyed revenues that are higher than those projected by the state in every year. Conservative budgeting has allowed the Administration to avoid the temptation to restore spending too quickly and risk falling back into the downward spiral. The constitutionally required “true-up mechanism” for Proposition 98 is intended to ensure that education will eventually receive at least the minimum guarantee. By paying significant amounts in arrears, each year the Administration created a safety net in case future revenues did not come in as planned.

For public education, reform has come in the form of the Local Control Funding Formula/Local Control and Accountability Plan (LCFF/LCAP). Now in its fifth year, an accumulation of longitudinal data from multiple measures and new testing processes are beginning to paint a pastiche of the effectiveness of the new system compared to the known deficiencies of the old Revenue Limit/Categorical model. While no new system is expected to be perfect or produce measurable results instantly, five years is, in our opinion, long enough to see evidence either confirming or denying that closure of the achievement gap is occurring. It will take longer to evaluate the full effect of all of the reforms, but after five years we believe there should be at least preliminary indications of success. With each year that passes the evaluation model should become a stronger indicator of progress—or lack thereof.

The Capstone

Apologizing for the lengthy history and foundation, we can now turn our attention to 2018-19 and the Governor’s final State Budget. According to all of our most reliable sources, revenues for 2018-19 are again projected to be higher than the state has previously estimated. The Governor’s proposals for 2018-19 include the Administration’s revenue and expenditure estimates and planned program decisions based upon those estimates. We detail major program and budgetary effects later in this *Special Fiscal Report*.

Specifically, the Governor proposes significant actions in the following areas:

- **Proposition 98 Funding:** The proposed 2018-19 Governor’s Budget includes Proposition 98 funding of \$78.3 billion for 2018-19. The current-year Proposition 98 level increases by \$700 million to \$75.2 billion and when combined with more than \$100 million in settle-up payments for prior years, the Budget proposes an increase of \$4.6 billion in K-14 education over 2017-18.

- **Local Control Funding Formula:** The Governor’s Budget proposes nearly \$3 billion to fully fund the LCFF, including a 2.51% cost-of-living adjustment (COLA), two years ahead of the initial implementation timeline.
- **Discretionary Funds:** The Budget proposes \$1.8 billion in one-time Proposition 98 General Fund money for school districts, charter schools, and county offices of education (COEs) to use at local discretion, which would be counted by the state as offsetting mandate reimbursement claims for these entities.
- **Career-Technical Education (CTE):** The Budget proposes an ongoing increase of \$200 million to establish a K-12 specific component of the California Community College’s Strong Workforce Program to encourage the establishment and support of K-12 CTE programs that are aligned with needed industry skills. The Administration also proposes an ongoing increase of \$12 million to fund local industry experts who will provide technical support to LEAs operating, or proposing to operate, CTE programs.

All of these issues and more are detailed below and will be further expanded in our presentation of our Governor’s Budget Workshop on January 16 and 17, 2018.

The Legacy

Stepping back to the big picture for a moment, it would be inappropriate and misleading to judge this Governor, or any leader, on short-term results. The body of work accumulated by Governor Brown over these past two terms have had a profound effect on the state’s prospects for the future. Who had ever heard of the word “subsidiarity” before the Governor’s Budget Proposals for 2009-10? Now we see that on the basis of that single word a new philosophy of distribution of governmental functions was born.

Cities, counties, prisons, jails, school districts and community colleges have all been affected by subsidiarity. Under the Governor’s direction, governmental functions have purposefully been pushed downward to make local control much more local. Time will tell if subsidiarity really produces the expected results, but it was the genesis for major reform.

Clearly the centerpiece of the Governor’s reform effort is public education. The Governor placed his confidence in Dr. Michael Kirst, in our opinion one of the most talented educators in the history of our country, as Chair of the State Board of Education (SBE). Given the opportunity to paint his life’s work across the landscape of California, Dr. Kirst led the way. How many times have we held on to a failing system because we had nothing else to replace it? Dr. Kirst, backed by a very strong SBE, provided the leadership to cut loose the old and embrace the new.

As we mentioned earlier, the LCFF/LCAP model is still evolving. There are never any guarantees that a new system will realize its full potential. But failure to try guarantees failure. Measured against that standard, the LCFF/LCAP model provided a reasonable risk/reward ratio. But a distribution model can only do so much. At full implementation of the LCFF, California will retain among the lowest per-pupil funding rates in the nation. Distribution and equity can help, but quantity of dollars brings a quality all its own. It isn’t only about dollars, but resources do count and even with the recovery, California still spends much less than other states—that too will be part of every Governor’s legacy until it is corrected.

OVERVIEW OF THE GOVERNOR’S BUDGET PROPOSALS

On Wednesday, January 10, 2018, shortly after 10:00 a.m., Governor Jerry Brown unveiled his

final proposed State Budget for the upcoming 2018-19 fiscal year. He completed his “prepared” remarks on his State Budget proposal in about five minutes and then turned to questions from the press.

The Governor led off with a statement that he was presenting a solid State Budget that prepares California for the future. Repeating the theme that has remained consistent throughout his second stint as Governor, Brown warned of the dire consequences of a recession, especially given the state’s volatile tax system. He noted that there have been ten recessions since World War II and that we must prepare for the eleventh. As a result, he is again highlighting the need to build up the state’s Rainy Day Fund and referenced last year’s Department of Finance (DOF) analysis of the devastating impacts of even a normal recession—a loss of \$20 billion in revenues a year for three years.

He also highlighted his crowning achievement in K-12 education, implementation of the LCFF and his proposal to reach full funding of the targets in 2018-19. He indicated that with regard to subsidiarity (which was a central theme for the LCFF), from his point of view, “The age of micromanagement from Washington and Sacramento is over.”

During the Q&A period, the Governor was asked by former Sacramento Bee columnist Dan Walters about his proposal to aggressively fund the Rainy Day Fund. The Governor responded with, “I thought you retired,” which got a big laugh. He then went on to say, “This is about steady as you go or exuberance followed by regret and pain,” noting the effects of the dot-com bubble under the Davis Administration and the fiscal aftermath inherited by former Governor Arnold Schwarzenegger.

In addition to significant proposals in Proposition 98, some of the major initiatives of the Governor’s State Budget include:

Full Funding of the Rainy Day Fund: Proposition 2, approved by California voters in 2014, established a constitutional goal of reserving 10% of tax revenues in a Rainy Day Fund. The Governor’s Budget proposes a \$3.5 billion supplemental payment in addition to the constitutionally required transfer to the Rainy Day Fund for 2018-19. The two payments would bring the total Rainy Day Fund to \$13.5 billion, which hits the 10% goal.

Higher Education: The Budget proposes an LCFF-style funding formula for the California Community Colleges and the establishment of a wholly online community college in California. The online college would provide access to higher education for those who do not currently access the California community college system. Additionally, the Budget increases state support for the University of California and the California State University by \$92.1 million, to avoid a tuition increase in 2018-19.

Health Care Expansion: Amidst growing uncertainty at the federal level, the Governor’s Budget provides funding to increase health care coverage to low-income Californians under the federal Affordable Care Act (ACA).

Transportation Infrastructure: The Budget reflects the first full year of funding under the Road Repair and Accountability Act of 2017 (Senate Bill 1), which provides stable, long-term funding for both state and local transportation infrastructure. This act provides \$55 billion in new funding over the next decade, split evenly between state and local projects. For 2018-19, the Budget includes \$4.6 billion in new transportation funding.

In closing his press conference, the Governor responded to a question about the changes he has seen in California since first becoming Governor in 1974. He noted the influence of Proposition 13, which inserted Sacramento decision making into the affairs of local government. He also said that there was more bipartisanship in the Legislature four decades ago, noting that both Republicans and Democrats elected the leadership of their houses. With regard to the State Budget, the Governor pointed out that prisons now account for 9% of the Budget compared to 3% during his first term as Governor in the late 1970s. He did acknowledge, however, that a Governor has a greater impact now than 40 years ago.

The Economy and Revenues

Economic Outlook

While acknowledging the continued strength of both the state and national economies, and the subsequent increased revenues they produce, the Governor still has his eyes on ensuring California is prepared for the next inevitable downturn. In both his State Budget proposal and press conference, the Governor calls our attention to the fact that by the end of 2018-19 this recovery will match the longest recovery in post-war history. The previous periods of balanced State Budgets were all followed by large State Budget shortfalls, and the effects on California of the passage of the new federal tax bill, among other federal policies, are still largely unknown.

In light of these realities, Governor Brown proposes another State Budget based on the implementation of prudent fiscal practices that provide a balanced State Budget while continuing to plan and save for the future. While the economy continues to expand, even a moderate recession could significantly impact state revenues for several years to come. To ensure the state is ready for a potential slow down, the Governor's State Budget proposes fully funding the Rainy Day Fund and allocating the majority of the revenue surplus to one-time expenses. The State Budget is clear that fully funding the Rainy Day Fund may not eliminate the need for spending reductions should a recession or federal policy changes come to pass, but it should allow for the softening of potential cuts and/or shortening of the length of time any potential cuts would be effective.

At the national level, the stock market has reached an all-time high with no signs of slowing down. All three major indices reached new levels the first week in January, with the Dow Jones surpassing 25,000 for the first time. In spite of the Federal Reserve's continued interest rate hikes, housing prices continue to rise and mortgage rates remain historically low. Wages are increasing and the unemployment rate for both the nation and California dropped to 4.6% and 4.1%, respectively, further narrowing the gap between the two. In addition, the country added 228,000 jobs in November 2017 and, as previously noted, the Governor's State Budget anticipates modest growth for the California economy.

State Revenues

The Governor's State Budget presents a rosy picture, with revenues higher than projections. Total state revenues are higher year over year, and the economy continues to grow, though modestly. The higher revenues, as expected, are due largely to an increase in personal income tax collections with sales and use tax also seeing an increase over those estimated by the DOF in the adopted 2017-18 Budget Act.

The Legislative Analyst's Office (LAO) forecast released in November 2017 also estimated a

significant increase in General Fund revenues. The LAO continued to provide two long-term estimates—one based on an economic growth scenario and another based on a mild recession scenario. Under the economic growth scenario, the State Budget will retain a surplus, with increases in revenues from the personal income tax driving the majority of the growth, while the recession scenario reflects a roughly \$80 billion revenue loss, compared to the growth scenario, over the three fiscal years between 2019-20 and 2021-22.

Proposition 98

Adopted by state voters in 1988, Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K-12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. Over the last several years, Proposition 98 has provided significant gains to schools as funding cuts endured through the Great Recession have been restored.

Current-Year Minimum Guarantee

For the current year, the Governor's State Budget acknowledges that revenues are higher than projected in the adopted 2017-18 Budget Act, resulting in the increase of the current-year minimum guarantee. For the current year, the Proposition 98 guarantee is now estimated at \$75.2 billion, up approximately \$700 million from the enacted level.

Proposition 98 also requires the state to account for state funding that falls below the long-term target established by Test 2 (i.e., adjustments required by annual changes in per capita personal income). This cumulative shortfall is termed Maintenance Factor. The Governor's State Budget notes that as of the end of 2017-18, the Maintenance Factor will be down to \$228 million, as the Budget proposes a payment of \$1.12 billion in the current year.

2017-18 Minimum Guarantee

For 2018-19, the Governor's State Budget proposes a Proposition 98 guarantee of \$78.3 billion, an increase of \$3.1 billion year over year. The guarantee is based on Test 3, the change in per-capita General Fund revenues, plus 0.5%, and the change in K-12 ADA, which is expected to decline in the budget year. The Governor's State Budget notes that an additional \$92 million in Maintenance Factor will be created—due to it being a Test 3 year—totaling just over \$320 million at the end of 2018-19.

Cost-of-Living Adjustment and Average Daily Attendance

The estimated statutory COLA for K-12 education programs in 2018-19 is 2.51%, and is applied to the LCFF base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and the American Indian Early Childhood Education program, all of which are proposed to receive the statutory COLA.

Statewide, ADA is expected to decrease in 2018-19 by 17,163 ADA from 2017-18 levels to an estimated ADA of 5,944,090.

Local Control Funding Formula

The Governor’s 2018-19 Budget proposal fully implements the LCFF two years earlier than originally projected with an infusion of nearly \$3 billion. The LCFF provides funding to transition all LEAs toward target funding levels, and provides supplemental revenues through percentage weighting factors to increase or improve services for students who are not English language proficient, who are from low-income families, or who are in foster care.

LCFF Target Entitlements for School Districts and Charter Schools

The target base grants by grade span for 2018-19 are increased over 2017-18 by 2.51% to reflect the estimated statutory COLA:

Grade Span	2017-18 Target Base Grant Per ADA	2.51% COLA	2018-19 Target Base Grant Per ADA
TK-3	\$7,193	\$180	\$7,374
4-6	\$7,301	\$183	\$7,484
7-8	\$7,518	\$189	\$7,707
9-12	\$8,712	\$219	\$8,931

In addition, the 2018-19 Transitional Kindergarten (TK)-3 grant increase for the class-size reduction (CSR) grade span adjustment is \$767 per ADA, and the grade 9-12 base grant per ADA is increased by \$232 in recognition of the need for CTE courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental increases equal to 20% of the adjusted base grant (includes CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free and reduced-price meals program, or in foster care. An additional 50% per-pupil increase is provided as a concentration grant for each eligible student enrolled beyond 55% of total enrollment.

LCFF Transition Entitlements and Gap Funding

The difference between an LEA’s current funding and its target entitlement is called the LCFF gap, and it is this gap that is funded with the additional dollars dedicated each year to implementation of the LCFF. For 2018-19, the Governor’s Budget proposes to spend almost \$3 billion to move from 97% implemented to fully close the LCFF funding gap—two years ahead of the intended 2020-21 implementation date.

The table below shows the DOF’s LCFF gap percentages through 2018-19:

District and Charter School LCFF Funding and Gap Closure Estimates (Dollars in Millions)					
	2014-15	2015-16	2016-17	2017-18	2018-19
LCFF Funding	\$4,722	\$5,994	\$2,942	\$1,362	\$2,883
Gap Closure %	30.16%	52.56%	56.08%	44.97%	100.00%
COLA	0.85%	1.02%	0.00%	1.56%	2.51%

Pupil transportation and Targeted Instructional Improvement Grants continue as separate add-ons to the LCFF allocations and do not receive a COLA.

Fiscal Transparency

Citing expressed concerns about the direct services being provided to the students that generate LCFF dollars, the Governor's Budget proposes requiring LEAs to show how their budget expenditures align with the strategies detailed in their LCAPs for serving students that generate supplemental grants. Additionally, the Governor proposes calculating and reporting on a single website the total amount of supplemental and concentration funding provided to each LEA under the LCFF.

County Offices of Education

COEs receive funding under a similar formula, with funding provided in recognition of direct instructional services for pupils in juvenile court schools and community schools and an allocation for countywide services based on the number of school districts and total ADA within the county. As of 2014-15, the LCFF for COEs is fully implemented and, therefore, LCFF increases for COEs in 2018-19 are provided through the estimated COLA only, with COEs that are at their LCFF target receiving a 2.51% increase. COEs that are more than 2.51% above their LCFF target will receive no additional funding through the formula in the budget year.

COE funding for 2018-19 is increased under the Governor's Budget proposal by a net of \$6.2 million to account for a COLA on LCFF entitlements and changes in ADA.

Community-Funded School Districts

School districts with property tax revenues that exceed the formula funding levels will continue to retain their local tax growth, and will receive a minimum state aid allocation that is reduced by the cuts incurred during the recession which, under the LCFF, are carried forward into future years for these districts.

System of Support

Full funding of the LCFF is coupled with additional investments in the final phase of implementation of the LCFF, namely the accountability provisions. With the development and official launch of the California School Dashboard, the focus is now on making sure that LEAs are using their dollars to demonstrate improvements in student performance.

The state's new accountability system includes a statewide system of support tasked with providing varying levels of assistance for LEAs. The Dashboard has been used to identify school districts—for the first time under LCFF—that require differentiated assistance because one or more of their student groups have low performance across multiple state priorities.

The Governor's proposed Budget invests \$55.2 million in ongoing funding for COEs to work with districts identified for differentiated assistance. COEs are required to work with identified school districts to determine the causes of poor student performance and to connect school districts with resources as needed. Recognizing that certain COEs are better poised to work with their districts as required under the system of support, the 2018-19 State Budget includes \$4 million ongoing for a competitive grant for eight COEs to serve as leads to provide training,

resources, and support for other COEs to do the work to support their districts.

Finally, the Budget has invested an additional \$6.5 million of ongoing funding for the California Collaborative for Education Excellence to work with COEs to provide assistance to school districts as part of the state system of support.

Special Education

The Governor proposes modest one-time and ongoing funding for special education programs. In addition to applying a 2.51% COLA increase, the Governor proposes \$100 million in one-time funding for programs to increase and retain special education teachers (see Teacher Workforce Development section below).

The 2018-19 State Budget proposal also contains \$10 million in ongoing funding for SELPAs to work with COEs to provide technical assistance to LEAs to improve student outcomes as part of the statewide system of support.

The Governor proposes \$167 million, of which \$125 million is ongoing, to establish an “Inclusive Education Expansion Program” aimed at increasing availability of programs for children ages 0 to 5, aimed at improving school readiness and long-term academic outcomes for low-income children and children with exceptional needs.

The State Budget also contains proposals that revise special education budget transparency and accountability by requiring SELPAs to complete a SELPA local plan template that aligns the services and resources noted in the local plan with the goals identified in their member district’s LCAP and to summarize how a SELPA’s planned expenditures and services align with the improved student outcome strategies noted in the SELPA’s plan.

Teacher Workforce Development

The Governor’s Budget proposes \$100 million in one-time funding for Teacher Workforce Development targeted to special education educators. The Administration notes that two-thirds of school districts have been identified as having poor special education performance.

Specifically, the Administration proposes:

- \$50 million one-time funding to support locally sponsored, one-year intensive, mentored, clinical teacher preparation programs aimed at preparing and retaining special education teachers
- \$50 million one-time funding to provide competitive grants to local educational agencies to develop and implement new, or expand existing, locally identified solutions that address a local need

This infusion is focused on special education and comes on the heels of successive years of funding to address the teacher shortage in California in the areas of professional development, classified employee credentialing grants, and four-year credentialing programs.

Career-Technical Education

The Governor’s 2018-19 State Budget proposal includes \$200 million in ongoing funding to establish a K-12 specific component of the community college-administered Strong Workforce Program. The Governor notes the new funding is aimed at encouraging “the establishment and support of K-12 CTE programs that are aligned with needed industry skills.” The Governor proposes an ongoing increase of \$12 million to fund local industry experts who will provide technical support to LEAs operating, or proposing to operate, CTE programs. The Governor notes, “This proposal creates a predictable, targeted, and sustained funding stream to support an industry and student-focused infrastructure for workforce development collaboration at the state, regional, and local levels.”

Discretionary Funds

The Governor’s Budget proposes \$1.8 billion in one-time Proposition 98 funds for school districts, charter schools, and COEs to use at the discretion of local governing boards. This equates to approximately \$295 per ADA. These funds, like prior years, would be counted by the state as offsetting prior-year mandate reimbursement claims on a dollar-for-dollar basis. The 2018-19 State Budget Summary notes that this infusion, coupled with past years’ payments, reduces the amount owed to LEAs for mandates from a recent high of \$6 billion to less than \$1 billion.

Child Care and Preschool

Maintaining a three-year agreement with the Legislature to increase investments in child care and preschool, the Governor’s Budget proposes to increase reimbursement rates and fund the final tranche of state preschool slots. Specifically, the 2018-19 State Budget proposes to:

- Increase the Standard Reimbursement Rate by 2.8%, for a total General Fund and Proposition 98 investment of \$47.7 million—\$16.1 million and \$31.6 million, respectively
- Provide an ongoing \$34.2 million to convert the temporary Regional Market Rate (RMR) “hold harmless” provision to a permanent provision, beginning in 2019-20
- Fund an additional 2,959 full-day State Preschool slots, beginning in April 2018
- Fulfill the fiscal year 2017-18 increase to the RMR to the 75th percentile of the 2016 regional market rate survey, beginning January 1, 2018
- Make a modest adjustment to California Work Opportunity and Responsibility to Kids Stage 2 and Stage 3 to reflect caseload and estimated costs of care
- Provide \$125 million in one-time Proposition 98 funding and \$42.2 million in federal Temporary Assistance for Needy Families funds to create the Inclusive Early Education Expansion Program to increase the availability of early education and care for children ages 0 to 5, targeting children in low-income areas

The Governor also acknowledges the operation of state-approved pilot programs in 13 counties that authorizes providers in those counties to earn their full contracts through greater program flexibility. His proposal commits to working with providers in those counties to help streamline requirements.

School Facilities

In light of last summer’s action by the SAB to approve a Grant Agreement required by all applicants of the School Facility Program, alongside impending changes to facility project

expenditure audits as part of the K-12 annual audit, the 2018-19 State Budget proposes to authorize a total of \$640 million in Proposition 51 bond authority.

Additionally, the Budget proposes an ongoing appropriation of \$28.3 million to the Charter School Facility Grant Program (CSFGP), which assists charters with the payment of rent and lease obligations, to reflect anticipated program participation.

The 2018-19 Governor's State Budget includes no additional investments in the Clean Energy Jobs Creation Fund (Proposition 39) as fiscal year 2017-18 was the final year of the five-year program approved by the voters in 2012.

Federal Programs

At the federal level, there remains continued uncertainty regarding federal appropriations for public education programs. In December 2017, Congress passed a Continuing Resolution (CR) that funds all discretionary funding at current levels until January 19, 2018. There are rumors that the CR will be extended through mid-February to allow Congress to work out deals on immigration and health care issues.

In his 2018-19 State Budget proposal, Governor Brown notes that, "California's relationship with the federal government has never been more uncertain." The Budget proposal does not factor in the ramifications of the recently enacted federal tax bill, nor any additional proposed federal cost shifts resulting from the repeal of the ACA or other federal entitlements. The Governor indicates the May Revision will include a preliminary analysis of the proposed impact of the tax cuts and any enacted cost shifts on the state's economy and revenues.

In Closing

In closing, remember that the Governor's Budget proposals mark the beginning of the process, not the end. We expect the Legislature to push back on the Governor's priorities and especially his revenue estimates. As the various proposals are considered by legislative committees, we can expect both confrontation and compromise; in our opinion, the Governor continues to win on the issues most important to him.

There was a time, not so long ago (certainly during Governor Brown's political lifetime), when California was the envy of the world. We had the best public education system in the world. The best jobs, the best homes, the best weather, the best beaches, and we even had Disneyland! Employers came here for our educated work force and created high-paying jobs in aerospace, medicine, manufacturing, agriculture and construction. We were leaders in all those areas.

Then came Proposition 13 and the erosion of our infrastructure began. Our education system suffered immediate damage and we dropped from the top 5 to the bottom 10 states by any measure. The roads lasted, but not forever. The jobs first stopped coming to California, then started leaving. High-paying technical and professional jobs left and were replaced by lower-paying service industry jobs. More of California's governmental and education expenditures were funded by volatile sales and income taxes as opposed to the more stable property tax. By the 1980s, for the first time in our history, the population of tax receivers was growing faster than the economy itself.

We, and all of our readers, care about public education because we know it is the great equalizer.

Not just economics, or safety, or social justice, or human dignity—but all of them are dependent upon an education system that builds our country one student at a time. No one Governor or one State Budget can be expected to address all of our needs, but every State Budget should be expected to make progress on the ones we hold most dear. We think this State Budget continues to advance those choices and priorities.

We also think Governor Brown is going out on top. He didn't address every issue, perhaps not even to his own satisfaction, but he was our Winston Churchill and he "never gave up" on California, even in our "darkest hour." Perhaps that is his greatest legacy.

Commentary on Governor's Budget from School Services of California -

THEMES FOR THE 2018 GOVERNOR'S BUDGET

All of us at School Services of California, Inc. (SSC) are honored to provide the facts, the impacts and our opinions about the Governor's Budget proposals each year. This year, the big news is that Governor Jerry Brown has, before leaving office next year, chosen to place the keystone in his ambitious plan for reform of public education. Funding full implementation of the Local Control Funding Formula (LCFF) carries with it three major impacts. First, local educational agencies will receive more in 2018-19 than previously anticipated. Second, at full implementation, the rules change a bit in terms of proportionality of total expenditures versus the incremental allocation of new revenues. And finally, beginning in 2019-20 and for all subsequent years, the LCFF formula is expected to provide only a cost-of-living adjustment (COLA) to each district; all districts would get the same COLA percentage, though it would be applied to each district's unique funding level.

More importantly, full implementation signifies that the Governor has completed the work he set out to do in 2012-13 when the economic recovery started to gain momentum. Like any artist, we think the Governor preferred to put the finishing touches on his masterpiece himself, rather than hope his successor had the same vision.

Without the economic recovery, we think the opportunities for change would have been very slow in coming. But the combination of economics, politics, temporary taxes, and occasional supermajorities in both the Assembly and Senate fueled the Governor's appetite for change.

Answering the Bell

Most of us remember what California looked like when Governor Brown was elected in the middle of the Great Recession. Unemployment rates of 14%, among the highest in the nation; cuts to school funding totaling an ongoing 22%; the worst credit rating of any state in the U.S.; companies moving out of California for greener pastures elsewhere; state revenues that consistently came in lower than projected and left the state so cash-poor that it could not even pay annual apportionments to schools without substantial deferrals; reductions in school staffing of more than 20%, in addition to layoffs, furlough days, increased class sizes, reductions in the school year, and a 20% cut to categorical programs. Anyone remembering the bad old days? We think the Governor truly stepped out of his corner and answered the bell with both fists flying.

The Path to Recovery

Governor Brown is a professional Governor; after what has become four terms in office, he

knows how the system works, the people in it, and how to read the willingness of voters to support. He used his extensive experience in governance, built legislative support often by supermajority, and put his own personal charisma and reputation on the line.

We are advocates for public education and do not like the fact that during the Great Recession the bulk of the State Budget cuts were taken by education. We felt the same about classified, certificated, and management staff members in school districts shouldering the sacrifice of lower budgets, fewer jobs, more work, and lower compensation. And many of us wondered if education funding would ever be restored even if the economy recovered. Coming out of most past recessions, the Administration and Legislature made significant policy and funding decisions that often left public education behind. I think many of us were concerned that could happen again. However, in this case, the Governor made a commitment to restore purchasing power, and looking at only the revenue side, we think he would say he met that commitment.

The Things That Are Not Complete

Beyond the simple restoration of revenues remain a series of actions and initiatives for which the mantle has not yet been seized.

Per-Student Spending Continues to Lag: We need an even playing field when it comes to per-student spending. The LCFF is an allocation model, it does not increase the state's level of effort and California remains far behind other states. Even at full restoration, California remains near the bottom of state rankings in per-student spending. We estimate that while the average district will continue to rank about 45th in per-student spending, the districts with the lowest number of unduplicated students will remain last in the nation while our highest funded districts with the neediest students will remain at about 35th, well below the national average as well.

That results in continuation of very difficult conditions in our classrooms. The highest class sizes in the nation and fewer administrators, librarians, nurses, counselors, and classified support personnel of all types put great pressure on our professional teachers. The absence of support systems enjoyed by teachers in other states is a glaring, and in our opinion, shameful example of the erosion of the priority of public education in California.

The next Governor will need a plan to return our commitment to public education to the level we enjoyed prior to the passage of Proposition 13. We can't be last in education and hope to be much higher than that in economic growth, social reform, and human dignity.

Whether the new benchmark targets the national average, the highest spending states or some other higher bar, we need to make that commitment now.

We Need a Recession-Proof Funding Model: The highest spending states not only spend more, but they develop sources of funding that do not result in schools taking the first hit in every recession. During the Great Recession, education in California was simply cut way too deep. Over that seven-year period, we lost 20% of our teachers and other staff, and most of them will not be back. We lost the opportunity to provide a full and rich educational program to our most needy students; we will not get that opportunity back. We allowed the achievement gap to grow at the very time when we most needed to close it.

Other states don't do that; the source of funding for education, be it property taxes or other sources, stay with education and do not become a safety net for the rest of state government. We

have to do better.

We Need Continuity of Purpose: It is not just about money. Whether we like the Common Core State Standards, the current Smarter Balanced testing model, the LCFF, the LCAP, or federal programs matters less than that we get better at using the programs available to us to produce results now. Even with the significant efforts that are now being made in early childhood education, public education has only a limited number of years to prepare students for success in life. Successful organizations stay the course even as they continue to strive for continuous process improvement. We have not done that in public education.

Right now, for example, the Feds and other groups are criticizing California's accountability model long before the model has had a chance to be successful. If we bow to external pressure and give up our own values too soon, it will lead to the discontinuity we have experienced for more than three decades.

We Need Stronger Support Systems for Children and Families: Public education simply cannot do it all. When our family support systems and other social structures including health and welfare fail families, we just can't make up for that loss in our schools, though we try. Successful families support successful children who are healthy and attend school regularly. They also support a commitment to homework, parental involvement, and other activities that clearly communicate to children that education is important.

Government can't do it all, nor can parents, nor can schools. It is all of us building for the future together that offers our children a chance for a brighter future.

Moving Forward

Sometimes when we write this commentary on the Budget and public education it is easy to seemingly drift away from problems and think about dreams for the future. But we don't mean to sound like that at all. None of the concepts we think need to be addressed in California are beyond the successes currently being enjoyed in our own country and other countries. We can do better right now.

We think the word "innovation" is way overused. When we are the best in the world at what we do, we have the capacity to reach higher and innovate. But until we reach that level, we should imitate, not innovate. Find organizations that are successful and copy what they do.

And what are the successful states, those in the top five in student achievement, doing? They are lowering class sizes, providing additional support to teachers, using technology to leverage learning, bringing parents into classrooms and keeping bureaucracy out. And all of that costs money, but it also requires a long-term commitment to a set of locally appropriate principles.

So, while we commend the Governor for his efforts to right the ship, we also see that the real work and commitment is ahead of us, not behind. All of us at SSC are here to support public education in bringing about positive change for our students and our state.

**UNITED STATES COMMISSION ON CIVIL RIGHTS CONCERNED ABOUT
INEQUITIES IN SCHOOL FUNDING**

In the January 2018 briefing report to President Donald Trump, the United States Commission on Civil Rights (Commission) finds inequities in school funding across the nation. The report, [Public Education Funding Inequity in an Era of Increasing Concentration of Poverty and Resegregation](#), reviewed K-12 funding across the nation and how the inequities impede educational opportunities for low-income students and students of color. In the cover letter, it states that a “majority of the Commission” voted for key findings. Members of the Commission added comments and dissenting opinions at the conclusion of the report.

The report uses data going back to the first desegregation law, *Brown vs. Board of Education* in 1954, and reviews key court and political movements that have changed over time to contribute to the inequities. It shows that in 2013-14, federal funding was only 9% of total funding for K-12 schools in the U.S. The variances in funding range from Utah at \$6,546 per student to the District of Columbia at \$20,577 per student; the national average was \$11,066, and California was at \$9,671 (13% below the average and 53% below the highest).

Examining expenditure trends and comparing teacher salaries and quality, as well as facilities and federal spending, the report is a thorough examination of school funding. The report also discusses funding formulas that vary from state-to-state and district-to-district.

Key findings in the report include:

- Vast funding inequities in our state public education systems exist
- 40% of Title I schools spend less on personnel per pupil than non-Title I schools at the same grade level and within the same district
- School finance inequities cause harm to students
- Low-income students and students of color are often relegated to low-quality school facilities that lack equitable access to teachers, materials, technology, and facilities
- Many U.S. students are living in segregated neighborhoods without access to high-quality schools
- The reality of American schools is fundamentally inconsistent with the American ideal of public education operating as a means to equalize life opportunity

Recommendations include:

- Incentivize states to adopt equitable public school finance systems that provide meaningful educational opportunity, promote student achievement, and close achievement gaps
- Incentivize states to ensure adequate funding for students with disabilities without incentivizing classification of students into special education
- Incentivize states to invest in facilities that provide an equitable environment for students to achieve
- Increase federal funding to supplement state funding to provide meaningful educational opportunities for all students
- Promote the collection, monitoring, and evaluation of school spending data to determine how funds are most effectively spent to promote positive student outcomes

- Develop mechanisms to monitor and evaluate the effectiveness of federal spending on student achievement and closing achievement gaps

DISTRICT:

From Speak UP Board Watch, January 5, 2018 -

LAUSD SUPERINTENDENT MICHELLE KING ANNOUNCES RETIREMENT

After months of medical leave while battling cancer, LAUSD Superintendent Michelle King announced her retirement on Friday.

“I have had the honor of serving as the superintendent of L.A. Unified for two years, although I have been challenged by medical issues for the last several months,” King said in a statement. “During this time, I have been undergoing treatment for cancer. Now, with the progression of my illness, I have made the incredibly difficult decision to retire by June 30. Until then, I will remain on medical leave.”

Speak UP Executive Director Katie Braude thanked King for her years of dedication to LAUSD students and for her historic term as the first African-American woman at the helm of the district. “We are grateful for King’s years of service on behalf of kids and, along with parents throughout LAUSD, we send our heartfelt wishes for a quick recovery,” she said.

King said in her statement that she appreciated “the outpouring of support” and “as I aggressively fight this illness, I ask that you continue to keep me in your thoughts and prayers.”

Acting Superintendent Vivian Ekchian, who has been serving in King’s place, will remain in charge of the district for now, although the LAUSD Board is expected to launch a wider search for King’s replacement in coming months. (Ms. Ekchian has been officially named “Interim Superintendent”.)

“My thoughts and prayers are with Michelle and her family at this time, as they have been for the last few months, as she so courageously fights a cancer diagnosis,” said Board Vice President Nick Melvoin (BD4). “ I am continually inspired by her lifelong dedication to this District, not only as Superintendent, but also as a student, parent, teacher, principal, and administrator. It was another Dr. King who reminded us that “life’s most persistent and urgent question is: what are you doing for others?” Dr. Michelle King, the first African-American woman to hold the position of Superintendent in L.A. Unified, has over 33 years of an answer. Her dedication to L.A Unified has left an indelible mark on the employees, teachers, students, and families that she has tirelessly served and we will work every day to honor that service.”

Members of the Board of Education also issued a joint statement expressing gratitude to King and describing her as “an exemplary educator, inspirational role model and steadfast leader.”

“Having dedicated her career to the District, it is now time for Dr. King to focus her incredible strength and energy on her health,” said the Board statement. “We wholeheartedly support her decision to retire, and will continue to keep her in our thoughts and prayers as she faces the challenges ahead.”

MEETINGS WITH BD 6 BOARD MEMBER KELLY GONEZ

Monthly, a group of charter leaders with schools in Board District 6 (BD6) have the pleasure of meeting with our board member, Kelly Gonez. She shares priorities for her work in the northeast and east San Fernando Valley, while we have the opportunity to share any concerns, ask questions, or share information that we believe to be relevant to her work. We appreciate the reputation CCSA has built to get us to this positive juncture of ongoing and direct communication with our board member. If we have questions, we present them directly and are able to share our concerns firsthand and immediately. It is a very welcome change!

YPICS:

YPICS Leadership, all administrators, directors, and coordinators from each school met for a Leadership Quarterly Retreat on Thursday, January 4, 2018. Leaders had an opportunity to reflect on their 2017-2018 School Success Plans, celebrated successes, reviewed areas for growth, and shared success strategies that yielded increase; as evidenced by the school-wide data reviews.

Bert Corona Charter High School held their much-needed school retreat on January 8, 2018. The high school also had their oversight review on January 10, 2018, which went well. The LAUSD team reported that there are high levels of common-core strategies utilized consistently throughout the school. One LAUSD Specialist stated, “The atmosphere in this classroom feels more like a college setting than a high school classroom.”

One last shout out from the high school is the first two seniors brought their letters of acceptance to school on January 10th, and we celebrated their accomplishment during the oversight visit!

The YPICS middle school teachers, instructional aids, office and support staff, participated in a YPICS-wide Professional Development day which focused on learning strategies for ELs, LTELs, a data review, suicide prevention, and operations topics.

All YPICS Special Education Teachers and Assistants attended the COP Step-Back training on the same day.

Looking Ahead:

YPICS is working on mid-year teacher and staff evaluations. Administrative evaluations will take place during February. Additionally, YPICS is scheduled for a CDE Meal Audit on Monday, January 29, 2018.

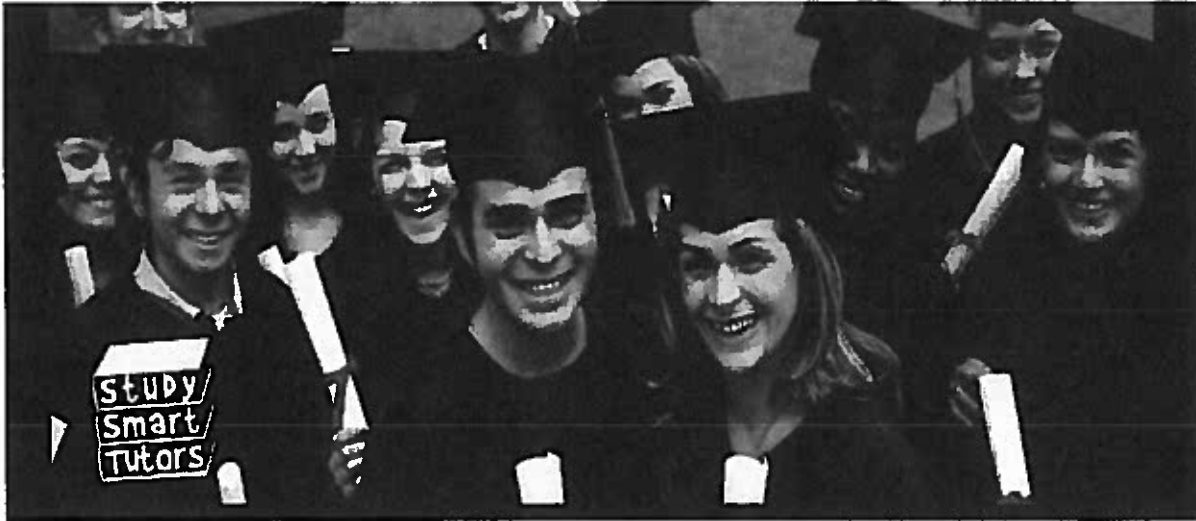
Coversheet

Consent Items

Section: IV. CONSENT AGENDA ITEMS
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: GU- Smart Tutors Agreement.pdf

Study Smart Tutors, Inc.

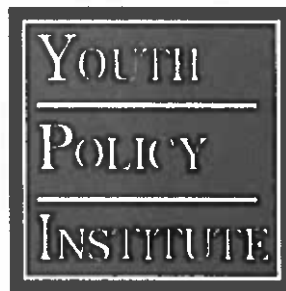
Partnership Agreement



YPI Charter Schools

GEAR UP Program

Spring 2018





Partnership Agreement

This agreement is made on January 18, 18 and entered into by and between YPICS GEAR UP and Study Smart Tutors, Inc.

Goals

This agreement outlines the proposed relationship between YPICS GEAR UP and Study Smart Tutors. The goals of the agreement include:

1. *Providing comprehensive PSAT Workshops at YPICS GEAR UP sites in spring 2018*
2. *Providing "PSAT for Parents" workshops at YPICS GEAR UP sites in spring 2018*
3. *Building a positive college-going capacity within YPICS GEAR UP in order to improve future college matriculation rates.*

The parties to this Contract are:

YPICS

GEAR UP Partnership

ATTN: Nicholas Wu

Nicholas Wu
Executive Director

*10666 White Oak Avenue
and Granada Hills, CA 91344*

Study Smart Tutors, Inc.

6020 Seabluff Dr. #111

Playa Vista, CA 90094

This Contract details the service offerings, responsibilities, and policies for services provided to YPICS GEAR UP program by Study Smart Tutors, Inc.

1. Agreements

I. YPICS GEAR UP Agrees:

- i. to provide Study Smart Tutors, Inc. with a payment of \$16,650
 1. See invoice #5949
- ii. to provide Study Smart Tutors, Inc. with clean classrooms fit with a screen and projector at the determined date(s) and time(s) of classroom services;
- iii. to have at least one (1) staff member on-site for the duration of classroom services;
- iv. to assign no more than the agreed upon number students to participate in classroom services;

- v. to communicate to students that test prep courses and student workshops are a privilege, and that students will be held to school behavior standards.

ii. Study Smart Tutors, Inc. Agrees:

- i. to provide a PSAT Prep at four sites in spring 2018;
- ii. to provide a parent workshop as match at each site in spring 2018
- iii. to provide summaries of content covered in classes and workshops;
- iv. to provide responsive support to staff via email, phone call, or in-person meeting (where available) throughout the duration of this contract.

2. Payment Policies

i. Deposits and Billing

- i. For service contracts totaling \$20,000 or more, no less than half the invoice total will be due as deposit prior to the start of services; the remaining balance will be due no more than thirty (30) days from the start of services; past-due accounts may be subject to work stoppage and/or assessment of late fee(s) totaling no more than 10% of invoice total.
- ii. Monthly billing is available for long-term contracts including multiple service offerings.

ii. Credit Card Policy

- i. Study Smart Tutors offers a discount on all services for payment by cash or check (this includes ACH, wire, and e-check). All services, materials and incidental charges are invoiced at the discounted "cash" rate, the most common payment method.
- ii. In order to enhance the convenience for partners who prefer to pay by credit card, Study Smart Tutors now offers a method to make payment via credit card over the phone, but at a non-discounted rate.

Credit card transactions create additional costs in the form of bank fees charged for accepting credit cards as a payment method. This payment structure will offset the administrative overhead incurred for processing credit card payments. If a partner elects to pay all or a portion of the bill using American Express, Visa, MasterCard, or Discover, the non-discounted rate will be 2.25% higher than the cash discounted rate on the invoice.


 YVONNE KING
 YPICS GEAR UP

Date: 1/22/18


 Study Smart Tutors, Inc.

Date: 1/18/18



INVOICE

Date: January 18, 18

INVOICE # 5939

To

Nicholas Wu

YPICS

GEAR UP Program

# Students	Description	GEAR UP Cost	Match	Total Due
25 students	<i>9-Hour PSAT Course for one classroom of students at Monroe High School</i>	\$3,150	-	\$3,150
25 students	<i>12-Hour PSAT Course for one classroom of students at Bert Corona High School</i>	\$4,200	-	\$4,200
25 students	<i>5-Hour PSAT Course for one classroom of students at Vaughn Charter High School</i>	\$1,750		\$1,750
50 students	<i>9-Hour PSAT Course for two classrooms of students at Discovery Prep Charter High School</i>	\$6,300		\$6,300
125	<i>PSAT Student Edition Workbooks and PSAT Practice Tests</i>	\$15/student	\$5/student	\$1,250
	<i>One "PSAT for Parents" Workshop at Each Site (Eng/Span facilitator)</i>		\$600/site	
		Subtotal	\$3,025	\$16,650
		Sales Tax		-
		Total	\$3,025	\$16,650

Make all checks payable to Study Smart Tutors, Inc.

Study Smart Tutors, Inc.
6020 Seabluff Dr. #111,
Playa Vista, CA 90094

818.457.1728

JackF@studysmarttutors.com

Coversheet

Form J-13A - Allowance of Attendance for BCCS and BCCHS

Section: V. ITEMS SCHEDULED FOR ACTION
Item: B. Form J-13A - Allowance of Attendance for BCCS and BCCHS
Purpose: Vote
Submitted by:
Related Material: J13a - BCCHS.pdf
J13a - BCCS.pdf

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC) Section 41422*.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC Section 46392* and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC Section 46391*.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:
 School Fiscal Services Division
 California Department of Education
 1430 N Street, Suite 3800
 Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
 - Declaration of a State of Emergency
 - News articles
 - E-mails
 - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
 - Number and street
 - County name
 - City
 - State
 - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
 - Name
 - Title
 - Phone number
 - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
 - Charter School
 - Community Day
 - Continuation School
 - County Community
 - Juvenile Court School

Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

Form J-13A Instructions

- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
 - Witnessed date
 - Name
 - Signature
 - Title
 - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

Not Applicable (Proceed to Section D)

PART I: NATURE OF EMERGENCY (Describe in detail.)

Supplemental Page(s) Attached

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC) Section 41422*.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC Section 46392* and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC Section 46391*.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

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The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:
 School Fiscal Services Division
 California Department of Education
 1430 N Street, Suite 3800
 Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
 - Declaration of a State of Emergency
 - News articles
 - E-mails
 - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
 - Number and street
 - County name
 - City
 - State
 - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
 - Name
 - Title
 - Phone number
 - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
 - Charter School
 - Community Day
 - Continuation School
 - County Community
 - Juvenile Court School

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- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

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- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
 - Witnessed date
 - Name
 - Signature
 - Title
 - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

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a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

CALIFORNIA DEPARTMENT OF EDUCATION
 REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

Not Applicable (Proceed to Section D)

PART I: NATURE OF EMERGENCY (Describe in detail.)

Supplemental Page(s) Attached

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

Coversheet

Recertify MOU with Unidos US (formerly NCLR)

Section: V. ITEMS SCHEDULED FOR ACTION
Item: D. Recertify MOU with Unidos US (formerly NCLR)
Purpose: Vote
Submitted by:
Related Material:
AMS GM MOU FY18 – Youth Policy Institute Charter Schools (YPICS).pdf



STRONGER COMMUNITIES. STRONGER AMERICA.

Memorandum of Understanding between UnidosUS and General Member Affiliate

Whereas, UnidosUS:

- Helps open doors and create opportunities for Hispanics in the United States
- Is committed to the advancement of all Latinos throughout the country
- Works with and through affiliated organizations to strengthen Hispanic families and communities and thus, strengthen the nation
- Shares this common vision with affiliated organizations
- Has forged a partnership of mutual and reciprocal responsibility with its Affiliates

Whereas, Youth Policy Institute Charter Schools (YPICS), hereinafter to be referred to as “General Member Affiliate” has expressed an interest in becoming an UnidosUS Affiliate and entering into a partnership with UnidosUS to advance common goals and for mutual benefit. Furthermore, General Member Affiliate meets the UnidosUS affiliation criteria as follows:

• Governance

- Is an autonomous Hispanic-serving community-based/community-focused organization
- Has IRS-designated nonprofit tax-exempt status
- Is financially sound and can provide current audited financial statements
- Has received resolution from board of directors approving UnidosUS affiliation

• Mission

- Has a demonstrated commitment to serving Hispanics
- Has an identifiable Latino constituency for which it advocates
- Has goals and objectives compatible with those of UnidosUS and consistent with UnidosUS’ strategic priorities

• Latino Focus

In order to demonstrate commitment to service to the Latino community and to develop Latino leadership at all levels, the following *three* Latino-focus criteria must be met to maintain UnidosUS Affiliation:

- Serves and/or advocates for a constituency that is at least 50% Hispanic
- Has staff/leadership that is at least 25% Hispanic
- Has a board of directors that is at least 25% Hispanic, meets regularly, and is representative of the Latino community/geographic area it serves

• Ethics

Consistent with UnidosUS’ Institutional Values, UnidosUS requests that the General Member Affiliate adhere to the highest ethical standards of conduct stated herein and in accordance with all local, state, and federal laws.

• Commitment to Impact

Demonstrates alignment with UnidosUS focus on creating measurable impact in the Latino community. To this end, General Member Affiliate can demonstrate how it advances the ability and opportunity of Hispanics to improve their socioeconomic status.

A. During the term of this Memorandum of Understanding (MOU), UnidosUS agrees to provide the following services and benefits to the General Member Affiliate:

1. Access to UnidosUS Reputation/Clout

- a. Permission to publicize affiliation with UnidosUS for promotional and/or informational purposes
- b. Access to a letter of support from UnidosUS for fundraising or other purposes

2. Professional Development and Networking Opportunities

- a. Consideration for member representation on the UnidosUS Board of Directors
- b. Consideration to serve on the UnidosUS Affiliate Council
- c. Consideration to participate in pre-established peer-to-peer best practices sharing sessions
- d. Priority consideration for deeper partnership opportunities on program, policy, or other initiatives

3. Benefits at Events and Functions

- a. Reduced rates for UnidosUS Annual Conference and other functions
- b. Access to nonprofit management tools and technical support through tracks and seminars at the UnidosUS Annual Conference or other regional meetings
- c. The opportunity to earn UnidosUS Certificates of Professional Development by participation in selected workshops held at the UnidosUS Annual Conference which provide Affiliates with experience relevant to their fields of expertise
- d. Access to events not open to the general public (e.g., ALMA Awards, Capital Awards, legislative receptions)

4. Priority Consideration for Funding Opportunities

- a. Eligibility to participate in UnidosUS Affiliate Awards Program
- b. Priority consideration for subgrants on specific initiatives, as available
- c. Eligibility to apply for Raza Development Fund (RDF) funding
- d. Other special funding opportunities with corporate funders and partners, as they become available

5. Access to Special Information, Communications, Materials, or Services

- a. Access to the “Affiliate only” section of the UnidosUS website with up-to-date information and news on issues and areas of interest
- b. Online access to policy analysis papers, action alerts, and other publications
- c. Access to Sight for Students (VSP) Program (voucher program for low-income students to obtain vision care)
- d. Access to electronic resource information communications (including funding and job opportunities, etc.)

6. Opportunities for Affiliate Promotion

Includes but is not limited to listing on the UnidosUS website, in the UnidosUS Annual Report, the UnidosUS Annual Conference Program Book, and all the other general ways in which UnidosUS includes information on the work of its General Member Affiliates (regional digests, eblasts, issue newsletters, UnidosUS blogs, mobile action network, and social media)

7. Access to UnidosUS Headquarters Meeting Space in Washington, DC, as Available

8. Access to Group Discounts with Selected Partner Agencies

B. During the term of this MOU, the General Member Affiliate agrees to comply with the following requirements:

1. Comply with UnidosUS Affiliate Dues Requirements

- a. Annual fees are based on General Member Affiliate’s annual budget. Initials next to appropriate fee indicate amount due. Payment shall be made within 90 days of the start of the UnidosUS Fiscal Year, October 1. Please note the new fee reflects the 3% increase on Affiliate dues effective Oct 1, 2016.

Budget Size	Fee	Initials
Budgets of \$500K or Less	\$669.50	_____
Budgets of \$500K–\$1M	\$954.81	_____
Budgets of \$1M–\$2.5M	\$1,113.95	_____
Budgets of \$2.5– \$5M	\$1,273.08	_____
Budgets of \$5M–\$10M	\$1,485.26	_____
Budgets of \$10M–\$25M	\$2,121.81	_____
Budgets over \$25M	\$2,652.25	_____

2. Comply with UnidosUS Recertification Requirements

- a. Submission of Recertification Documents and updated organization information every three years:
 - o Signed MOU
 - o Organization’s financial information:
 - Annual budget
 - Most recent audited financial statement
 - o Board of directors roster & composition:
 - Total number of board members
 - Number of females
 - Number of Hispanics
 - o Staff leadership composition:
 - Number of staff in senior/upper management
 - Number of Hispanic staff in senior/upper management
 - Number of female staff in senior/upper management
 - o Clients served:
 - Number of clients served annually
 - Percentage of clients served that are Hispanic
- b. Notification of any amendments to Affiliate’s bylaws or articles of incorporation
- c. Yearly submission of organization’s annual report
- d. Notification of organizational changes (e.g., address, leadership, revocation of tax-exempt status)
- e. Proof of good standing on nonprofit status such as most recent IRS Form 990 and certificate of good standing

3. Participate In/Attend at Least *Two* of the Following UnidosUS Events Each Year:

- a. UnidosUS Annual Conference
- b. Fall Regional Affiliate Convening
- c. Community Leaders Action Summit
- d. Program specific activities such as summits, forums, town halls, regional trainings, institutes, etc.

4. Cooperate and Collaborate with UnidosUS Information Requests, Including:

- a. Staff site visits
- b. Surveys or other tools that enhance knowledge of the Latino community’s needs

- c. Major/high-priority communications from UnidosUS which require responses in a timely manner

5. Identify Membership with UnidosUS

In order to bring greater visibility to the work of UnidosUS' network of Affiliates and help showcase the strong partnership between UnidosUS and General Member Affiliate, the General Member Affiliate agrees to identify and display its UnidosUS affiliation (e.g., on letterhead, website). Use of the UnidosUS Affiliate logo and brand should adhere to UnidosUS' Affiliate Logo Guidelines and user agreement. In return, UnidosUS agrees to provide the necessary materials and technical support to ensure compliance.

C. Additional Terms and Conditions: The Affiliate MOU is subject to and incorporates the following terms and conditions.

- 1. Confidentiality:** As a condition to UnidosUS and its Affiliates furnishing any Confidential Information, UnidosUS and the General Member Affiliate agree to treat such information confidentially in accordance with the terms of this MOU.
- 2. Expired Memberships:** In accordance with UnidosUS' Expired Membership Policy, UnidosUS reserves the right to disaffiliate General Member Affiliate if it believes General Member Affiliate is harming UnidosUS' ability to achieve impact or General Member Affiliate's mission is no longer aligned with that of UnidosUS. Criteria for disaffiliation include noncompliance with the terms of this MOU.

UnidosUS, in consultation with the Affiliate Council and Board of Directors, has outlined a formal disaffiliation process, including due diligence required if an investigation is initiated, potential intermediate enforcement actions, and the periods over which specific actions will occur.

UnidosUS reserves the right to disaffiliate with any organization it believes is harming UnidosUS' ability to achieve impact or whose mission is no longer aligned with UnidosUS. Similarly, any organization may disaffiliate, at any time, if it believes it is not receiving the value it should or no longer feels aligned with UnidosUS.

Complete details regarding UnidosUS Expired Membership Policy is outlined in the Affiliate Membership Services (AMS) Business Plan and may be obtained from UnidosUS' Affiliate Member Services staff.

- 3. Amendment:** UnidosUS and General Member Affiliate may amend or modify this MOU upon a mutual written consent executed by the authorized representative of each party to this MOU.
- 4. Governing Law and Legal Remedy:** The validity, interpretation, and performance of this MOU shall be controlled by and construed under the laws of the District of Columbia, without regard to its rules governing conflicts of law.

All disputes between the parties arising out of this MOU, including disaffiliation, which cannot be settled, shall be resolved through binding arbitration in the District of Columbia in accordance with the rules for resolution, then in effect, of the American Arbitration Association, and judgment upon the award may be entered in any Court having jurisdiction thereof.

Each party (an "indemnifying party") will save, defend, and hold harmless the other party and its officers, agents, and employees from and against any and all claims, demands, loss, cost, liability, and expense caused by the fault of, negligence by, breach of this MOU by, or misrepresentation in this MOU of the indemnifying party (or any personnel hired by the indemnifying party).

5. Other Partnership Conditions

Should UnidosUS and General Member Affiliate determine that they will engage in a deeper relationship, additional terms and conditions will apply. See AMS Business Plan for details on other Partnership Benefits and Responsibilities.

While the parties refer to themselves in this MOU as partners, they do not intend to form a “partnership” under the partnership law of any state or for federal or state income tax purposes.

UnidosUS and its members shall not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, citizenship, political affiliation, or other classifications identified and protected by applicable federal, state, or local laws.

6. Compliance with UnidosUS’ Section 501(c)(3) Status

Nothing contained in this MOU shall require UnidosUS to undertake any action that would jeopardize UnidosUS’ exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. UnidosUS reserves the right to withhold any of the support functions described in this MOU and/or limit the right of a General Member Affiliate to use UnidosUS’ name or logo if UnidosUS determines in its sole discretion that failure to do so could jeopardize UnidosUS’ tax-exempt status under section 501(c)(3).

General Member Affiliate shall not be an “Affiliate” of UnidosUS for purposes of federal income tax rules relating to section 501(c)(3) organizations. Accordingly, General Member Affiliate represents that (i) its governing instruments (such as articles of incorporation and bylaws) do not permit UnidosUS to control General Member Affiliate’s actions on legislative issues and do not limit the independent actions of General Member Affiliate on legislative issues by requiring it to be bound by the decisions of UnidosUS and (ii) representatives of UnidosUS (including UnidosUS directors, officers and paid executive staff members) and persons appointed by UnidosUS do not constitute a majority or a quorum of the governing board of General Member Affiliate.

This MOU verifies and validates a partnership between UnidosUS and the General Member Affiliate, outlining mutual responsibilities by which both agree to abide for a term of three (3) years from October 1, 2017 to September 30, 2020.

UnidosUS and Youth Policy Institute Charter Schools (YPICS) (General Member Affiliate) hereby acknowledge and accept this MOU.

By: Janet Murguía
Janet Murguía
UnidosUS President and CEO

Date: October 1, 2017

By: _____
Signature (President or Executive Director)

Date: _____

Print Name

By: _____
Signature (Board Chair)

Date: _____

Print Name

Coversheet

YPI Charter Schools Board Resolution to Join CharterSafe JPA

Section: V. ITEMS SCHEDULED FOR ACTION
Item: E. YPI Charter Schools Board Resolution to Join CharterSafe JPA
Purpose: Vote
Submitted by:
Related Material: Board Resolution #2018-01 CharterSafe JPA.pdf
California Charter Schools JPA .pdf



Resolution #: 2018-01

**RESOLUTION OF BOARD OF DIRECTORS OF THE YPI CHARTER SCHOOLS JOINING
THE CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY, DBA CHARTERSAFE**

WHEREAS, it is in the best interests of the YPI Charter Schools (“School”) to establish a joint powers agency to administer programs for group purchasing, financing, risk management, insurance, self-insurance, and risk sharing; and

WHEREAS, the joint powers authority will offer significant advantages to the School in terms of cost, liability protection and services; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the YPI Charter Schools:

1. The YPI Charter Schools agree to join the California Charter Schools Joint Powers Authority (CCS-JPA, DBA CharterSAFE) and

2. Application for a certificate of consent to self-insure for workers compensation insurance to be submitted to the Department of Industrial Relations is hereby authorized, as necessary for the School to participate in the workers compensation self-insurance program of the Authority.

3. The School Director is hereby authorized to execute any and all documents as necessary to carry out the purposes of this Resolution.

4. That the Clerk /Secretary is directed to certify a copy of this Resolution and to forward the same, together with a copy of the executed joint powers agreement, to the California Charter Schools Joint Powers Authority.

PASSED, APPROVED AND ADOPTED this _____ day of _____, 2017 by the following vote:

- AYES:
- NOES:
- ABSENT:
- ABSTAIN:

Chair/President

ATTEST:

Clerk/Secretary

**CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY**

(as amended effective May 7, 2012)

THIS AGREEMENT, is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools, and which have signed this Agreement, and those that may sign hereafter, for the reestablishment of a joint powers authority, previously known as the California Charter Schools Association Joint Powers Authority, and which shall, as of the effective date of this amended agreement, be known as the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”).

WHEREAS, it has been determined by the parties that group self-insurance of workers compensation liabilities, general liabilities and/or group purchasing of insurance and other products and services, cooperative financing programs are of value on a mutual basis; and

WHEREAS, the financing of group self-insurance, risk management, claims administration and related programs for public schools can be effected on a more cost-effective basis through a joint effort; and

WHEREAS, Title 1, Division 7, Chapter 5 of the Government Code of the State of California (the “Joint Exercise of Powers Act”) authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, on or about May 7, 2004, members of the Authority entered into a joint powers agreement pursuant to the Joint Exercise of Powers Act to establish the Authority, and whereas such agreement was amended on or about February 28, 2006; and

WHEREAS, this Agreement shall supersede the prior joint powers agreement as amended on or about February 28, 2006;

NOW, THEREFORE, for and in consideration of the mutual advantages to be derived, and in consideration of the execution of this Agreement by charter schools and other governmental entities, each of the parties hereto does hereby agree that the California Charter Schools Joint Powers Authority (“Authority” or “CCS-JPA”) be reestablished as follows:

1

DEFINITIONS AND GENERAL PROVISIONS

1. **“Authority”** shall mean the California Charter Schools Joint Powers Authority.

2. “Board” shall mean the board of directors of the Authority, consisting of representatives of Participants, and charged with the responsibility of governing the Authority and its programs.

3. “Funds” shall mean, unless the context otherwise specifies, all monies paid into the Authority or any of its programs, including any earnings thereon, or any other sums coming to the Authority from any source.

4. “Governmental Entity” means any political subdivision or nonprofit corporation operating a charter school or other public school of the State of California which is considered a local government agency for the purposes of any program offered by the Authority and empowered to execute this Agreement under the laws of the State of California.

5. “Participant” means any charter school, school district, or governmental entity, which is a signatory member of the Authority; provided, however, that this definition shall not be construed to prevent the Authority from permitting any subsidiary, or wholly-owned or affiliated entity, upon terms and conditions approved by the Board, from participating in any program of the Authority.

6. “Program Administrator” means the contractor or consultant retained, or staff employed by the Board to administer the Authority.

7. “Risk management” shall mean the process of identifying, evaluating, reducing, transferring, sharing, financing, and eliminating any operational, business or educational risk in the management of a public school. Risk management includes various elements of insurance, law, administration, technology, accounting, and general business to effectively manage hazards and losses to which Participants may be exposed.

8. “Risk pooling or sharing” shall mean any common fund: (1) which is composed of cash, investments permitted by law, and other assets; (2) to which two or more Participants have agreed to contribute; (3) from which claims and risk management costs of any contributor to that common fund shall be paid; and (4) which operates in accordance with this Agreement.

9. “Self-insurance” shall mean providing for claims, losses, and risk management by risk pooling and the maintenance of reserve funds by or on behalf of Participants, and which, when conducted or administered by the Authority, ordinarily provides for the transfer of risks from a Participant to the Authority, and for the potential transfer of risks between and among Participants.

II

PURPOSES AND TERM

1. Purposes. The purposes of the Authority are to provide cost-effective mechanisms for financing risks of operating charter schools and other governmental entities; to provide essential protection to Participants otherwise not obtainable; to secure reinsurance and excess insurance on a group basis; to provide Participants with the mechanisms to jointly

purchase insurance, goods and services; to reduce financing costs; to accumulate, administer and invest funds to insure or self-insure as a group various liabilities up to a specified, predetermined amount; and to effect cost savings to Participants in the administration of management and risk management programs as may be established by the Authority in order to reduce the administrative costs of delivering educational services to public school students.

2. Term. This Agreement shall become effective as of the date hereof, and shall continue in full force and effect until it is terminated and the Authority is dissolved as provided herein. It is the intent of the parties hereto that the separate public agency created under this Agreement have an indefinite life, and shall continue to exist so long as necessary to carry out the purposes of this Agreement, including the orderly wind-up of the affairs of the Authority. It is the further intent of the parties that the withdrawal or termination of any Participant from any program of the Authority, or from the Authority itself, shall not terminate such program or this Agreement as to the remaining Participants therein, nor relieve any Participant or former Participant from any obligations it may have under this Agreement.

III

CREATION OF AUTHORITY

Pursuant to Section 6500 et seq. of the Government Code, there is hereby created a public entity, separate and apart from the parties hereto, to be known as the California Charter Schools Joint Powers Authority. Pursuant to Government Code Section 6508.1, the debts, liabilities, and obligations of the Authority shall not constitute debts, liabilities, or obligations of any party to this Agreement. Nor shall any party to this Agreement have any right, title or interest in the assets of the Authority, or in any contributions, consideration or property paid or donated by a party to the Authority, or any of its programs, except as expressly provided in this Agreement.

IV

ORGANIZATION & ADMINISTRATION

1. Responsibility. The overall responsibility for administration of the Authority shall be vested in the Board.

2. Agents. Each Participant hereby appoints the Board and its delegates or designees to act as its agents in executing all contracts, reports, waivers, agreements and service contracts and to make and arrange for the payment of claims and all other things required for the proper and orderly operation of the programs of the Authority.

3. Bylaws. The Authority shall be governed pursuant to this Agreement and to the Bylaws. Amendment of the Bylaws may be proposed by any Participant or member of the Board. A copy of the proposed amendment and the reasons therefor shall be presented to the Board if not proposed by the Board. All proposed amendments shall be approved by a two-thirds vote of the Board. Upon its approval, the amendment shall be disseminated to all Participants. Each party to this Agreement agrees to comply with and be bound by the provisions of the said Bylaws and further agrees that the Authority shall be operated pursuant to

this Agreement and the said Bylaws. In the event of any conflict between the Bylaws and this Agreement, this Agreement shall prevail.

4. **Board.** Upon approval by the Participants of this amended Agreement, the Board shall be responsible for overseeing the operation of CCS-JPA and organization and operation of the Authority, as provided herein. The Board shall establish such policies and guidelines as may be necessary to carry out the programs of the Authority. The organization and structure of the Board shall be established in the Bylaws.

V

POWERS OF AUTHORITY

1. The Authority shall have the following common powers and is hereby authorized to do all acts necessary for the exercise of said common powers:

A. To make and enter into contracts, including but not limited to contracts of employment, insurance, reinsurance and self-insurance for itself and its Participants, and providing for risk pooling, risk financing and sharing, financing and purchasing, whether or not subject to regulation under the Insurance Code, to the extent and in the manner permitted under Government Code Sections 990, 990.4, 990.8, and 6508, or any other provision of law;

B. To hire employees, and contract with consultants and legal counsel;

C. To invest and reinvest money in the treasury of the Authority pursuant to Government Code Section 53601 or other provisions of law as may be applicable;

D. To incur debts, liabilities, or obligations;

E. To acquire, hold, lease, or dispose of property;

F. To sue and be sued in its own name; and

G. To exercise all powers necessary and proper to carry out the terms and provisions of this Agreement, or otherwise authorized by law.

2. Said powers shall be exercised pursuant to the terms hereof, subject to the restrictions upon the manner of exercising the powers applicable to The Accelerated School, a California public charter school organized and operating as a nonprofit public benefit corporation.

VI

BOARD; ANNUAL MEETINGS

1. **Number.** The Authority shall be governed by the Board which is hereby established and which shall be composed of not less than 3, nor more than 11 representatives of

the Participants, who shall be elected by the Participants, in accordance with the Bylaws of the Authority.

2. Term. Each member of the Board shall serve for a term of three years and until a successor is elected or appointed. Each Board member shall have one vote.

3. Participants' Meetings. There shall be an annual meeting of Participants for the purpose of electing members of Board and to transact any other Authority business. The annual meeting, and any additional meetings, shall be held at the call of the Chair. Thirty percent of the Participants may also call a meeting of Participants. A majority of the Participants shall constitute a quorum of transaction of business at the meeting. Each Participant shall be represented at meetings by its chief executive officer or his or her designee. If a designee is to represent the Participant, written notice from the Participant's governing body shall be provided to the Authority.

VII

POWERS OF THE BOARD

A. The Board shall review, modify, if necessary, and approve the annual operating budget of the Authority.

B. The Board shall receive and review periodic accountings of all funds under this Agreement.

C. The Board shall have the power to conduct, on behalf of the Authority, all business of the Authority, which the Authority may conduct under the provisions hereof and pursuant to law.

D. The Board shall have such other powers and functions as are provided for in this Agreement and the Bylaws.

VIII

MEETINGS OF BOARD

1. Meetings. Board shall provide for its regular, adjourned regular, and special meetings upon call of the Chair, Vice Chair (if any), or Program Administrator; provided, however, that it shall hold at least two (2) regular meetings annually, as set forth in the Bylaws.

2. Minutes. The Secretary of the Authority shall cause minutes of regular, adjourned regular, and special meetings to be kept and shall, as soon as possible after each meeting, cause a copy of the minutes to be forwarded to each member of the Board.

3. Quorum. A majority of the voting members of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn from time to time. A vote of the majority of a quorum present at a meeting shall be sufficient to constitute action by the Board, except as otherwise specifically set forth in this Agreement or in the Bylaws.

IX

OFFICERS OF THE AUTHORITY

1. **Chair, Vice Chair, Secretary and Treasurer-Auditor.** The Board shall elect from the Board a Chair, Secretary and Treasurer-Auditor of the Authority for terms of not less than one nor more than four years, as provided in the Bylaws, each to hold office until a successor is elected. A Vice Chair may also be elected. In the event an officer so elected ceases to be a member of the Board, the resulting vacancy in the office shall be filled at the next regular meeting of the Board held after such vacancy occurs. In the absence or inability of the Chair to act, the Vice Chair, if any, shall act as Chair. The Chair, or in his or her absence the Vice Chair, shall preside at and conduct all meetings of the Board.

2. **Other Officers.** The Board shall have the power to appoint such other officers as may be necessary to carry out the purposes of this Agreement.

X

PARTICIPANTS

1. Each Participant is entitled to the rights and privileges and is subject to the obligations as provided for in this Agreement and the Bylaws. Each Participant Agency shall comply with the rules and policies of the Authority.

2. A new Participant may be accepted upon application to the Authority and upon acceptance by the Board by two-thirds vote, and subject to acceptance by the prospective member of the terms and conditions of participation in the Authority and of the financial arrangements and fund contributions specified by the Board.

3. Each Participant shall be entitled to one voting representative at meetings of the Participants. Each representative shall be designated by appointment by the Participant's governing body. Such governing body may delegate the authority to appoint that Participant's representatives to its chief executive officer or principal.

XI

CONTRIBUTIONS AND OPERATIONS

1. **Contributions.** The parties agree that each Participant in the workers compensation and other group self-insurance programs shall make payment of contributions for coverage under those programs in which they elect to participate, as well as for the operations of the Authority. The Board shall be authorized and directed to establish the rate of contribution for each Participant, and the time schedule for payment of such contribution. Participants acknowledge that the rates established by Board for coverage under the workers compensation and other group self-insurance and insurance programs may reflect overall changes in coverage, changes in exposure and the past or projected experience of the Participants, as a group during the life of the program, and will not necessarily reflect the experience of an individual Participant during any specific period of participation. Consequently, there can be no assurance that current or former Participants will benefit equally from changes in the workers compensation program or

other group self-insurance programs (including, but not limited to changes in eligibility for participation credits, dividends or retrospective rating adjustments or enlargements of coverage grants), nor that the burdens will be equally shared (including, but not limited to rate increases, restrictions on coverage, or unanticipated claims expenses). The timely payment of all required contributions shall be a condition precedent to the continuation of participation by each Participant in the workers compensation and other group self-insurance programs and the Authority. A Participant has no title or interest in the Participant's contributions, whether equitable or otherwise, except as expressly provided in this Agreement.

2. Terms of Participation: Participants joining the Authority and participating in any Authority self-insurance, group purchase or other programs offered by the Authority shall commit to participate in the program for a minimum term which is typically two years unless stated otherwise in a duly adopted Board policy. The Board of the Authority shall establish by separate policy the minimum participation terms for each self-insurance, group purchase or other program offered by the Authority, including Workers Compensation, liability and any other program. Terms of participation shall be counted by the Authority's fiscal year, commencing with July 1 of each year.

3. Computation and Notice of Rates: Assessments. The rates to be used in calculating contributions for each Participant for participation in the workers compensation, general liability and other group self-insurance programs shall be determined by the Board, to the extent practicable, no later than sixty (60) days prior to the commencement of the coverage year and communicated to all current participants as soon as practicable thereafter. However, if at any time the Board determines that the amount contributed for a given year is insufficient, each Participant agrees to promptly pay the Authority the full amount of any assessments levied by the Board, which shall not to exceed two hundred percent (200%) of the annual amount of the Participant's contribution for coverage for any group self-insurance program for that year, as may be required to meet the Authority's expenses associated with the provision of coverage for the Participants for that year and line of coverage. Such assessments shall be allocated and attributed to each Participant based upon a methodology approved by the Board, which may include consideration of payroll, the actual or projected costs incurred by the Authority to provide for program liabilities of the Participant's employees, Participant's compliance with risk management policies, the total actual or projected costs incurred by the Authority as a whole, and other factors. In the event such an assessment, together with any other resources available to the Authority, is insufficient to pay the costs of the Authority for any group self-insurance program during any fiscal year, each Participant contributing to the shortfall shall share the shortfall proportionately, and the Authority shall have no further obligation to pay such costs.

4. Loss Control and Risk Management. Participants in any insurance or self-insurance program agree to follow the loss prevention and risk management recommendations of the Board, and to abide by all conditions, requirements, rules and regulations regarding loss control and risk management which may be promulgated by the Authority, including, but not limited to adopting policies prohibiting sexual harassment.

5. Right to Inspect. Each Participant agrees that the Authority, its Program Administrator, or any of its respective agents, servants, employees or attorneys shall be permitted at any reasonable time to inspect Participant's property and operations and to examine

Participant's books, documents and records as necessary in the proper operation of the group self-insurance programs or the Authority, to the maximum extent allowed by law.

6. Audit. Board shall obtain an annual audit of the financial affairs of the Authority, by a certified public accountant at the end of each fiscal year in accordance with generally accepted accounting principles. A copy of the annual audit report shall be available to each Participant, and shall be filed as required by law. The costs of such audit shall be paid from the funds of the Authority.

7. Binding Nature. Any Governmental Entity which makes application for participation in any of the group self-insurance program of the Authority, and is accepted as a Participant and signs this Agreement, shall thereupon become a party to this Agreement and shall be bound by all the terms and conditions hereof; provided, however, that any charter school or Governmental Entity may be refused admission to the Authority or any program thereof in the sole discretion of Board.

8. Deposit of Funds. Participants shall pay contributions to the Authority for the programs in which they participate and for operations of the Authority. The contributions and income therefrom shall be accumulated to pay the expenses of the programs for which they are determined or assessed. Funds received by Authority as contributions shall be deposited and invested in accordance with laws of the State of California pertaining to the investment of excess funds of charter schools.

9. Contributions by Participants. Without in any way limiting the powers otherwise provided for in this Agreement, the Bylaws, or by statute, the Authority shall have the power and authority to receive, accept and utilize the services of personnel offered by any Participants or its representatives or agents; to receive, accept, and utilize property, real or personal, from any Participant or its agents or representatives; and to receive, accept, expend and disburse funds, contract or otherwise, for purposes consistent with the provisions of this Agreement, which funds may be provided by any Participant, its agents, or representatives.

10. Excess Insurance and Reinsurance. The Authority shall obtain or cause to be obtained such excess insurance or reinsurance as may be necessary and prudent in the judgment of Board. The expense of such excess insurance or reinsurance shall be paid from the Funds of the Authority.

XII

CLAIMS ADMINISTRATION & PAYMENT OF LOSSES

1. General. The principal purpose for the establishment of the Authority is to provide for the orderly presentment, examination, investigation, defense or settlement of claims against the Participants which are covered under group self-insurance and insurance programs of the Authority. It is agreed and understood that the Authority shall use the sums contributed by the Participants for such programs to pay such losses and claims.

2. Presentment of Claims. The services and benefits to be provided by the Authority shall be paid or furnished to or for the benefit of a Participant with respect to a

particular incident or claim only if the Authority is notified as required by the applicable coverage agreement.

3. **Investigation and Defense.** Program Administrator will investigate, or cause to be investigated, all such claims and will attempt to adjust or settle such claims, in accordance with the authority delegated to Program Administrator by Board or the Participant involved. As required, and subject to the provisions of the Coverage Contracts, the Authority, through designated defense counsel will provide legal defense of claims against Participants. The Participant agrees to aid the Authority in such matters and to provide and make available all information and personnel as may be reasonably required in the opinion of Program Administrator to fully investigate and resolve the claim.

It is understood that Board and Program Administrator shall use their discretion in making judgments and assumptions as to the actual value of any claim and making such reserves based on such judgments.

XIII

TERMINATION OR WITHDRAWAL OF PARTICIPANT

1. **Withdrawal of Participant.** A Participant may terminate its participation in any Authority self-insurance, group purchase, or in other programs of the Authority, or from all programs of the Authority and from the Authority itself, following the minimum terms established in accordance with Article XI, section 2, hereof, by giving 90 days advanced written notice, unless another notice period is adopted by the Board. A withdrawing Participant shall remain liable for any unpaid contribution which shall have accrued under any program or coverage agreement it may have accepted, and for any liability it may have to the Authority itself, through the effective date of termination. Upon its voluntary withdrawal or its termination as a Participant in the Authority or any program of the Authority, a former Participant becomes ineligible to participate in any program of self-insurance of the Authority, except that the rights of a Participant after termination shall be limited to those benefits, such as the defense and indemnity of claims covered under coverage agreements issued by the Authority, which have accrued as of the date of termination as determined by the provisions of the applicable program. A withdrawing or terminating Participant shall have no other rights in any assets of the Authority or of any program of the Authority, whether denominated as equity, surplus, contributions or otherwise, except upon windup of the program or the Authority.

2. **Involuntary Termination.** A Participant may be terminated by the Authority from any program of the Authority, or from the Authority itself, for:

(i) Failure to comply with any term or condition of this Agreement, a coverage agreement, insurance policy, or other evidence of coverage issued by, through or on behalf of the Authority; or

(ii) With or without cause, upon a 2/3 vote of the members of Board.

3. **Adjustment.** Whether termination is voluntary or involuntary, a Participant shall remain liable for any unpaid contribution which shall have accrued prior to

withdrawal or termination of its participation in any program of the Authority, or the Authority itself. Adjustment for amounts of contribution due to the Authority upon termination shall be made within thirty (30) days of the time at which cancellation is effective.

4. Continued Liability. After a Participant withdraws or terminates, such withdrawing party shall be subject to assessment by the Authority to maintain the solvency of any program of the Authority for any year during which the party was a Participant, unless the coverage agreement otherwise provides.

5. Coverage Disputes. If a Participant disputes a coverage determination, the Participant must appeal to the Board prior to seeking any other remedy.

XIV

PROGRAM ADMINISTRATOR

1. Appointment of Program Administrator. The Board shall appoint a Program Administrator to administer the Authority. The duties of the Program Administrator may be further delegated to a person, association, partnership, corporation, contracted or employed staff, or any other form of entity, subject to such limitations as the Board may specify.

2. Duties of Program Administrator. Program Administrator shall have all such duties and authority as may be delegated to it by Board. Board shall enter into a service agreement or establish policies and procedures which shall specify all of the duties and obligations of the Program Administrator.

XV

ACCOUNTS AND RECORDS

1. Annual Budget. The Board shall annually adopt an operating budget for the Authority.

2. Funds and Accounts. The Treasurer-Auditor of the Authority shall establish and maintain such funds and accounts as required by the Board and as required by good accounting practice. Books and records of the Authority in the hands of the Treasurer-Auditor shall be open to inspection at all reasonable times by the Board and as otherwise required by law.

3. Bond. A bond in the amount determined adequate by Board shall be required of all officers and personnel authorized to disburse funds of the Authority. Such bond may be paid for by the Authority.

XVI

ACTUARY

1. Appointment. Board shall retain an Actuary.

2. **Duties.** Actuary shall have all duties and authorities as may be delegated to it by Board in a written contract between Actuary and Board. It is contemplated that the duties of Actuary shall include but not necessarily be limited to the following:

- (a) Recommend contribution rates;
- (b) Review rating structure;
- (c) Monitor claims and analyze loss reserves;
- (d) Monitor participation in all self-insurance and insurance programs;
- (e) Assist Board in financial planning;
- (f) Evaluate reinsurance proposals.

3. **Payment.** The professional fee paid Actuary for its services shall be an expense of the Authority. The professional fee may be based on a flat sum, an hourly rate, or another method as the parties may specify.

XVII

LEGAL COUNSEL

1. **Appointment.** Board shall appoint an attorney for the Authority to serve as General Counsel. Board may retain Special Counsel as needed.

2. **Payment.** The professional fees of General and any Special Counsel for services rendered to the Authority shall be based on a retainer, an hourly rate, or other method as the parties may specify.

XVIII

AMENDMENT AND TERMINATION

1. **Amendment.** Participants may amend this Agreement at any time and from time to time by an instrument in writing approved by a majority vote of Board and executed by a majority of the Participants, provided, however, that:

(a) No amendment shall retroactively reduce the benefits which any Participant is entitled to receive under any Coverage Contract for any coverage year in which a Participant was a fully qualified Participant without their written consent.

(b) Upon approval, by Board, and upon execution of any amendment by a majority of the Participants, the said amendment shall immediately be effective and binding upon all Participants. Any Participant which has failed to sign the amendment shall have the option of withdrawing from the Authority on the first day of the month next following the month in which a majority of the Participants have completed approval of the amendment, or remaining in the Authority and being bound by such amendment.

2. **Termination by Agreement.** Participants may terminate any program of the Authority or the Authority without a successor program or entity effective as of the end of the then-current coverage year by an instrument in writing approved by a majority vote of Board, executed by a majority of the Participants; provided, however, if any insurance program of the Authority or the Authority shall be so terminated, such termination shall not reduce or terminate the rights, benefits, and obligations of any Participant as to any claim theretofore presented.

3. **Termination by Withdrawals.** If, at any time, by reason of withdrawals or terminations of Participants, the Actuary shall advise and Board concurs that any program of the Authority is no longer economically feasible or actuarially sound, then such program or programs shall be terminated and dissolved by Board.

4. **Disposition of Funds Upon Termination.** Upon termination of any program of the Authority, the Authority shall retain in a liquidation fund such sums up to the entire amount held by the Authority for the benefit of the Participants in such program as the Board deems sufficient to pay the remaining obligations of the program. In the alternative, the Authority may insure or reinsure all outstanding liabilities of Participants in such program. Any funds remaining after termination of a program of the Authority, after adequate provision for all liabilities and claims thereunder, shall be distributed to the then-current Participants in the same proportion as each Participant's total contributions paid by that Participant, reduced by the amount of losses and allocated claims expenses paid on behalf of that Participant, bear to all contributions paid by all Participants, reduced by the total losses and allocated claims expenses paid on behalf of all Participants from the inception of that program to its termination. If the Authority insures or reinsures all outstanding liabilities of Participants, any funds remaining in excess of amounts necessary to pay the cost of such insurance or reinsurance shall be distributed to Participants in accordance with this Section, not later than twelve (12) months after payment of the final insurance or reinsurance premium. If the Authority elects to liquidate the liabilities by means of a liquidation fund, any excess funds shall be distributed not later than twenty-five (25) years following the date of termination. Board shall determine such distribution within six months after disposal of the last pending claim or loss covered by the program being terminated.

5. **Termination of the Authority.** The Authority itself may be terminated and dissolved in the same manner and subject to the same conditions as any program may be terminated; provided that, in addition, the Treasurer-Auditor shall disburse any funds in the treasury as directed by Board. Board is vested with all powers of the Authority for the purpose of winding up and dissolving the business affairs of the Authority.

XIX

CLAIMS, LITIGATION, OR JUDGMENTS AGAINST THE AUTHORITY

1. **Defense of Claims.** As to any claim or action against the Authority which is based on or arises out of an occurrence involving an officer or employee of the Authority during the course and in the scope of such duties, who is also an officer or employee of a Participant, such claim or action against the Authority will be defended by the Authority to the extent authorized by law. Such claims or actions shall not be considered claims or actions against such Participant solely as a result of employment by the Authority.

2. **Claims and Judgment Against the Authority.** Claims and judgments against the Authority, its agents, Board members, officers or employees, shall be paid from, or charged to, the appropriate coverages or self-insured funds the Authority has established and/or purchased against such claims, judgments or losses. Such amounts shall be paid from the Authority's own coverage or self-insured funds.

XX

MISCELLANEOUS

1. **Binding Nature.** This Agreement contains the entire agreement of the parties and supersedes all discussions, negotiations or promises made prior to the execution of this Agreement. This Agreement shall be binding upon and inure to the benefit of the original parties hereto and any substitute or additional parties who are bound hereby in accordance with the provisions hereof, their successors and assigns.

2. **Notices.** Any notices required by law or this Agreement shall be sufficient if given in writing and deposited in the United States mail, postage prepaid, addressed to the Participant at the last address on file with the Authority. Notices to be given to the Authority shall be directed to such address as the Authority shall designate for such purpose.

3. **Partial Invalidity.** If any one or more of the terms, provisions, promises, covenants, or conditions of this Agreement shall to any extent be judged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions shall not be affected thereby, and shall be valid and enforceable to the fullest extent permitted by law.

4. **Successors.** This Agreement shall be binding upon and shall inure to the benefit of successors of the parties.

5. **Counterparts.** This Agreement may be executed in one or more counterparts, and shall be deemed effective as to all signatories as though signed in one document.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their proper officers thereunto duly authorized, and their official seals to be affixed as of _____, 20__.

Name of Charter School or other Governmental Entity

By: _____
Its: _____
"PARTICIPANT"