

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

---

### Date and Time

Monday March 19, 2018 at 6:00 PM PDT

### Location

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

---

Meeting Call In Number: (641) 715-3680, Access# 1004153.

Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street, Granada Hills, California 91344.

---

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Yesenia Zubia	1 m
<b>B. Call the Meeting to Order</b>		Mary Keipp	
<b>C. Flag Salute</b>			5 m
<b>D. Additions/Corrections to Agenda</b>		Mary Keipp	2 m
<b>E. Approve February 26, 2018 Minutes</b>	Approve Minutes	Mary Keipp	5 m
<b>II. COMMUNICATIONS</b>			<b>6:13 PM</b>
Academic Excellence			

	Purpose	Presenter	Time
<b>A. Presentations from the Public</b>	FYI	Mary Keipp	5 m

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

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](mailto:info@coronacharter.org) / [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

**III. ITEMS SCHEDULED FOR INFORMATION 6:18 PM**

<b>A. Financials Approved in the February Board Meeting</b>	FYI	Irina Castillo	5 m
---	-----	----------------	-----

<b>B. Committee/ Council Reports</b>	FYI		5 m
--------------------------------------	-----	--	-----

1. Academic Committee Reports
2. Climate and Culture Committee Reports
  1. Student Leadership Council
3. Parent/ Committee Advocacy/ Engagement Reports
  1. School Site Council

	Purpose	Presenter	Time
2. English Learner Advisory Committee			
4. LCAP Advisory Committee Reports			

<b>C. Facilites Update</b>	FYI	Ruben Duenas	5 m
----------------------------	-----	--------------	-----

This update is for all of the YPICS' schools.

<b>D. Bert Corona Executive Administrator Report</b>	FYI	Ruben Duenas	5 m
--	-----	--------------	-----

<b>E. Monsenor Oscar Romero Executive Director's Report</b>	FYI	Kevin Myers	5 m
---	-----	-------------	-----

<b>F. Bert Corona Charter High School Executive Director's Report</b>	FYI	Larry Simonsen	5 m
---	-----	----------------	-----

<b>G. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m
---------------------------------------	-----	------------------	-----

**IV. CONSENT AGENDA ITEMS**

**6:53 PM**

Audit

<b>A. Background</b>	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>B. Consent Items</b>	Vote	Yvette King-Berg	5 m
-------------------------	------	------------------	-----

**V. ITEMS SCHEDULED FOR ACTION**

**6:58 PM**

<b>A. Board Member Selection Ad Hoc Committee Recommendations</b>	Vote	Mary Keipp	5 m
---	------	------------	-----

<b>B. Audit Firm Selection Recommendation</b>	Vote	Joe Lucente	5 m
---	------	-------------	-----

**VI. CLOSED SESSION**

**7:08 PM**

<b>A. Matters to be discussed are those permitted by Government Code Section 54957 (personnel)</b>	Discuss	Mary Keipp	30 m
--	---------	------------	------

The Board of Directors will now be moving into closed session to discuss matters described in Section VI. Matters to be discussed are those permitted by Government Code Section 54957 (personnel) and 54956.9 (litigation)."

	Purpose	Presenter	Time
Convene to closed session			
A. PERSONNEL: (Government Code 54957) PUBLIC EMPLOYMENT – Review of Senior Director of Programs Position			
B. PERSONNEL: (Government Code 54957) PUBLIC EMPLOYMENT – Evaluation of Current Administrators			
C. PERSONNEL: (Government Code 54957) PUBLIC EMPLOYMENT – Evaluation of Executive Director			
D. PERSONNEL: (Government Code 54957) PUBLIC EMPLOYMENT – Review of Potential New YPICS MFT/LCSW and School Psychiatrist Positions			
E. PERSONNEL- (Government Code 54957) -YPICS Open Positions			
<b>VII. OPEN SESSION</b>			<b>7:38 PM</b>
A. Items Scheduled for Action	Vote	Mary Keipp	10 m
<b>VIII. Closing Items</b>			<b>7:48 PM</b>
A. Adjourn Meeting	Vote		
<b>IX. ANNOUNCEMENTS</b>			<b>7:48 PM</b>
A. Closing Announcements	FYI	Yvette King-Berg	2 m

# Coversheet

## Approve February 26, 2018 Minutes

**Section:** I. Opening Items  
**Item:** E. Approve February 26, 2018 Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on February 26, 2018

**APPROVED**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

---

#### **Date and Time**

Monday February 26, 2018 at 6:00 PM

#### **Location**

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

---

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, and 405 Hillgard Avenue, Los Angeles, CA 90024.

---

#### **Trustees Present**

A. Reza, C. Vaquerano (remote), J. Lucente, M. Green, M. Keipp, S. Mendoza

#### **Trustees Absent**

*None*

#### **Trustees who arrived after the meeting opened**

S. Mendoza

#### **Guests Present**

I. Castillo, K. Myers, L. Simonsen, R. Duenas, R. Ruiz, V. Nutt, Y. King-Berg, Y. Zubia

---

### **I. Opening Items**

#### **A. Record Attendance and Guests**

#### **B. Call the Meeting to Order**

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Feb 26, 2018 at 6:14 PM.

#### **C. Flag Salute**

#### **D. Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

#### **E.**

### **Approve December 11, 2017 Minutes**

J. Lucente made a motion to approve minutes from the Regular Board Meeting on 12-11-17 Regular Board Meeting on 12-11-17.

M. Green seconded the motion.

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

#### **Roll Call**

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

### **F. Approve January 8, 2018 Minutes**

J. Lucente made a motion to approve minutes from the Special Meeting on 01-08-18 Special Meeting on 01-08-18.

A. Reza seconded the motion.

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

#### **Roll Call**

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

### **G. Approve January 29, 2018 Minutes**

M. Green made a motion to approve minutes from the Regular Board Meeting on 01-29-18 Regular Board Meeting on 01-29-18.

J. Lucente seconded the motion.

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

#### **Roll Call**

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

## **II. ITEMS SCHEDULED FOR INFORMATION**

### **A. FY 18-19 School Calendars**

The executive team is in the process of creating the FY 18-19 school calendars and will be bringing the calendars back to the Board at the next board meeting.

### **B. 2018 - 2019 YPICS Reorganization Packet**

The reorganization is our yearly process determining who plans on returning, resigning, or wants a transfer for the following school year. The process is on track to be completed by the next board meeting. As of now the schools have received the following information:

- Oscar Romero - one teacher will not be returning
- Bert Corona Charter High School - all teachers plan on returning; one support staff will resign
- Bert Corona Middle - All teachers returning, one teacher looking to transfer to our high school

S. Mendoza arrived.

### **C. February Employee Performance Status Update**

This month all schools have been conducting performance evaluations (reflections) with all staff members. At Monsenor Oscar Romero the evaluations consist of a four step process - self reflection, recording of entire lesson taught by teacher with reflection on performance, watching a colleague's class lesson, and a full reflections with setting a goal for the future.

### **D. Status Update on COP3 Contracts**

An update will be provided at the next board meeting.

### **E. YPICS Winter Con App**

### **F. Form 700 - Statement of Economic Interests**

The Form 700's were distributed to the board members who were present, signed and returned. The board members who were on the phone will be mailing in their forms to the YPICS Learning and Support Center by March 15, 2018.

### **G. Committee/ Council Reports**

#### **H. Facilities Update**

MORCS - the construction project has the potential to be completed up to ten days sooner than planned, but this is contingent upon rain. The budget for goods inside the buildings is \$1.5M.

BCCS - Mr. Duenas and Irina are working on making the numbers work for the facility updates needed.

#### **I. Bert Corona Executive Administrator Report**

Bert Corona is looking at SFA, SFA supports, and it's fidelity. Fifty-four percent of teachers are doing a reasonable job, while forty-six are not at that level. Bert Corona is also working on creating a culture for it's students.

#### **J. Monsenor Oscar Romero Executive Director's Report**

There are two items to highlight:

1. MORCS conducted a SPQR where leaders from different schools were invited to attend, including Berendo's leaders. The leaders feedback was MORCS has a good system in place and should start diving deeper.
2. A math (Aleks) competition was held where the cohort with the most students who finished fifty math topics on Aleks would get to go on a field trip (the funds for the field trip were raised by the parent coordinator.) In the cohort that won the field trip to go play laser tag, twenty of the thirty students met the fifty topics benchmark. Two to



three of the highest ranked students from all other cohorts will get to participate as well.

**K. Bert Corona Charter High School Executive Director's Report**

BCCHS 9th, 10th, and 12th graders will be taking the NWEA Maps test in March, just before spring break. BCCHS 11th graders have been taking the state's interim assessments to prepare for the SBAC exams. The good news is that our scores for this year's cohort will be significantly better than last year's mini-cohort, if the interim assessments are predictive in any way. The bad news is that we are not yet commensurate with the highest performing LAUSD public schools, but we are not far off. (See attached performance docs). This SBAC test is the primary focus of this spring's testing efforts. YPI is graciously handling the PSAT-9 and the PSAT-10. Those take place on separate dates and times. The seniors recently took their placement exams at LA Mission College, to mixed results. Some students placed college-ready, others were far off. It's a very mixed little bag, this senior class (12 students, 10 on pace to graduate). They were a surprise, and have been our biggest academic challenge as a group. There is so much disparity in their skill levels and their performances, but we are committed to get them across the finish line. They will graduate at the Pacoima City Hall Building during the first week of June.

We have a number of students taking credit recovery courses through Acellus, an online credit recovery program utilized by a number of local high schools, and presented to us by our guidance counselor, Ms. Palafox. We are realizing that it is going to take several iterations of online learning to build it permanently and successfully into our culture, but we are committed to it as we recognize that the future of education will depend more and more on this delivery method, and we want our students prepared.

Over 30 students are taking the 5th concurrent enrollment college course offered at BCCHS. It is a psychology course entitled "General Psychology 1" taught by a fun and engaging professor, Craig Smardan. The students feel that the class is engaging, informative, and fun. We feel very fortunate to continue to be able to offer this opportunity to our kids.

**School Safety**

This month, two BCCHS students were arrested and booked for criminal threats during the weekend after the school shooting in Florida. The details of both police actions are attached in separate documents, as is the plan for reintegrating both students back into the school community. While the reality of arrest is both traumatic and damaging to the students involved, the specifics of the behavior that triggered the arrests could not be ignored as student safety is paramount. Please see attached documents for further detail.

**L. Executive Director's Report**

**III. ITEMS SCHEDULED FOR ACTION**

**A. YPICS December 2017 and January 2018 Financials**

J. Lucente made a motion to approve the December 2017 and January 2018 financials and checks registers as submitted.

M. Green seconded the motion.

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

**Roll Call**

- C. Vaquerano Absent
- S. Mendoza Aye
- A. Reza Aye
- J. Lucente Aye

**Roll Call**

M. Keipp Aye  
M. Green Aye

**B. YPICS 2nd Interim Reports**

J. Lucente made a motion to approve the 2nd Interim report.  
M. Green seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**C. YPICS FY 17-18 Form 990**

M. Green made a motion to approve the YPICS Form 990.  
J. Lucente seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**D. YPICS Fiscal Policy**

J. Lucente made a motion to approve the proposed YPICS Fiscal Policy.  
M. Green seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**E. YPICS Social Media Policy**

M. Green made a motion to approve the YPICS Social Media Policy.  
J. Lucente seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**F.**

### **YPICS Audit Committee Selection**

J. Lucente made a motion to elect Michael Green, Mary Keipp and himself (Joe Lucente) as the members of the audit committee.

S. Mendoza seconded the motion.

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

#### **Roll Call**

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

### **G. Establish Ad Hoc Board Member Selection Committee**

S. Mendoza made a motion to add the AD Hoc Selection Committee with Joe Lucente as the Chair.

M. Green seconded the motion.

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

#### **Roll Call**

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

## **IV. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:50 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Facilities Update

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** C. Facilities Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 180314 MORCS Project Budget Update.pdf

Today's Date: 3/14/2018

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

Date of last budget revision: 8/30/2017

YPI Charter Schools, Inc.	Budget Summary			Invoice Summary		
	Approved Budget	Tracking Budget	Variance	Invoices received to Date	Left-to-Pay	% Left
Acquisition Price: Land Only	\$ -	\$ -	\$ -	\$ -	\$ -	-
Acquisition Price: Land plus Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	-
Acquisition Price: Capitalized Lease Payments	\$ -	\$ -	\$ -	\$ -	\$ -	-
Escrow Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Insurance: Title	\$ -	\$ -	\$ -	\$ -	\$ -	-
Other Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>Acquisition Cost Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
New Construction: Traditional	\$ -	\$ -	\$ -	\$ -	\$ -	-
New Construction: Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
New Construction: DSA - Traditional	\$ 22,342,000	\$ 22,836,363	\$ 494,363	\$ 13,836,726	\$ 8,999,637	39%
New Construction: DSA - Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
Tenant Improvement	\$ -	\$ -	\$ -	\$ -	\$ -	-
Stand-alone Structures: Traditional	\$ -	\$ -	\$ -	\$ -	\$ -	-
Stand-alone Structures: Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
Stand-alone Structures: DSA - Traditional	\$ -	\$ -	\$ -	\$ -	\$ -	-
Stand-alone Structures: DSA - Pre-fabricated	\$ -	\$ -	\$ -	\$ -	\$ -	-
Sitework	\$ -	\$ -	\$ -	\$ -	\$ -	-
Offsite Construction	\$ -	\$ -	\$ -	\$ -	\$ -	-
Utilities Installation (AT&T, DWP, Edison, etc.)	\$ 400,000	\$ 400,000	\$ -	\$ 95,236	\$ 304,764	76%
Environmental Remediation	\$ 55,000	\$ 55,000	\$ -	\$ 5,463	\$ 49,537	90%
Furniture, Equipment, Low-voltage, school start up costs	\$ 1,500,000	\$ 1,500,000	\$ -	\$ 35,000	\$ 1,465,000	98%
Payment and Performance Bond	\$ -	\$ -	\$ -	\$ -	\$ -	-
LAUSD portable removal and site restoration	\$ 400,000	\$ 400,000	\$ -	\$ -	\$ 400,000	100%
<b>Hard Cost Subtotal</b>	<b>\$ 24,697,000</b>	<b>\$ 25,191,363</b>	<b>\$ 494,363</b>	<b>\$ 13,972,425</b>	<b>\$ 11,218,938</b>	<b>45%</b>
Due Diligence: Appraisal - As-Is	\$ -	\$ -	\$ -	\$ -	\$ -	-
Due Diligence: Appraisal: As-Improved (Post-Construction)	\$ -	\$ -	\$ -	\$ -	\$ -	-
Due Diligence: ALTA/Topographic	\$ 14,869	\$ 15,964	\$ 1,095	\$ 15,964	\$ -	0%
Due Diligence: Property Condition Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
Due Diligence: Seismic Probable Maximum Loss Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
Due Diligence: Parcel Map	\$ -	\$ -	\$ -	\$ -	\$ -	-
Due Diligence: Other	\$ 5,635	\$ 5,635	\$ -	\$ 5,635	\$ -	0%
Legal Costs	\$ 70,000	\$ 70,000	\$ -	\$ 50,855	\$ 19,145	27%
Architecture & Engineering	\$ 1,050,145	\$ 1,107,046	\$ 56,902	\$ 953,731	\$ 153,315	14%
Cost estimating	\$ 20,700	\$ 20,700	\$ -	\$ 20,700	\$ -	0%
Entitlements: Filing Fees - Initial Approval (e.g. CUP)	\$ -	\$ -	\$ -	\$ -	\$ -	-
Entitlements: Filing Fees - Compliance Reviews (e.g. Yr1 Plan Approval)	\$ -	\$ -	\$ -	\$ -	\$ -	-
Entitlements: Filing Fees - Expedited	\$ -	\$ -	\$ -	\$ -	\$ -	-
Entitlements: Outreach & Notification	\$ 1,200	\$ 2,725	\$ 1,525	\$ 2,725	\$ -	0%
Entitlements: Other	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: CEQA Consultant (EIR, MND, etc.)	\$ 41,180	\$ 44,310	\$ 3,130	\$ 43,672	\$ 638	1%
Environmental: 1/4 Mile Chemical Hazard Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Air Quality Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: GeoHazard Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Health Risk Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Lead & Asbestos (ACM/LBP) Report	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Noise Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Phase I Site Assessment	\$ 4,777	\$ 4,777	\$ -	\$ 4,777	\$ -	0%
Environmental: Phase II Site Assessment	\$ 57,098	\$ 72,263	\$ 15,165	\$ 71,156	\$ 1,107	2%
Environmental: Pipeline Risk Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Rail Derailment Study	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Traffic Study/Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	-
Environmental: Soils/Geotechnical Report	\$ 15,749	\$ 15,749	\$ -	\$ 15,749	\$ -	0%
Environmental: Other	\$ 10,703	\$ 10,703	\$ -	\$ 10,703	\$ -	0%
State Fees: Plan Check (DSA)	\$ 161,350	\$ 161,350	\$ -	\$ 118,150	\$ 43,200	27%
State Fees: DTSC	\$ 40,000	\$ 40,000	\$ -	\$ 28,514	\$ 11,486	29%
State Fees: CGS	\$ 3,600	\$ 3,600	\$ -	\$ 3,600	\$ -	0%
State Fees: Labor Compliance Monitoring (e.g. DIR)	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 50,000	100%
State Fees: Other	\$ 5,000	\$ 5,000	\$ -	\$ 4,332	\$ 668	13%
Local Fees: Plan Check (e.g. LADBS)	\$ 15,000	\$ 15,000	\$ -	\$ 1,622	\$ 13,378	89%
Local Fees: Permits	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 10,000	100%
Local Fees: Offsite Permits (e.g. "B" Permit)	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 10,000	100%
Local Fees: Bonds	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ 30,000	100%
Local Fees: Covenants	\$ -	\$ -	\$ -	\$ -	\$ -	-
Local Fees: Other	\$ -	\$ -	\$ -	\$ -	\$ -	-
Inspections: Local	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 20,000	100%
Inspections: State (IOR)	\$ -	\$ -	\$ -	\$ -	\$ -	-
Inspections: Special (Deputy, Geotech Observation, Testing Labs, etc.)	\$ 225,000	\$ 427,312	\$ 202,312	\$ 409,342	\$ 17,970	4%
LEED: LEED/CHPS Commissioning Agent	\$ 39,040	\$ 39,040	\$ -	\$ 14,991	\$ 24,049	62%
LEED: LEED/CHPS Consultant	\$ 39,040	\$ 39,040	\$ -	\$ -	\$ 39,040	100%
Insurance: Builder's Risk	\$ 128,000	\$ 128,000	\$ -	\$ -	\$ 128,000	100%
Insurance: Hazard	\$ -	\$ -	\$ -	\$ -	\$ -	-
Site Security (pre-occupancy)	\$ -	\$ -	\$ -	\$ -	\$ -	-
Taxes - Real Property (pre-occupancy)	\$ -	\$ -	\$ -	\$ -	\$ -	-
Utilities (pre-occupancy)	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 50,000	100%
Reimbursables (Printing, Delivery, Mileage, etc.)	\$ 1,500	\$ 1,500	\$ -	\$ 496	\$ 1,004	67%
Other Soft Costs	\$ 10,000	\$ 25,000	\$ 15,000	\$ 18,972	\$ 6,028	24%
<b>Soft Cost Subtotal</b>	<b>\$ 2,129,586</b>	<b>\$ 2,424,714</b>	<b>\$ 295,128</b>	<b>\$ 1,795,686</b>	<b>\$ 629,028</b>	<b>26%</b>
Acquisition Loan: Capitalized Interest	\$ -	\$ -	\$ -	\$ -	\$ -	-
Acquisition Loan: Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Acquisition Loan: Lender Legal	\$ -	\$ -	\$ -	\$ -	\$ -	-
Acquisition Loan: Origination Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
Construction Loan: Capitalized Interest	\$ -	\$ -	\$ -	\$ -	\$ -	-
Construction Loan: Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Construction Loan: Lender Legal	\$ -	\$ -	\$ -	\$ -	\$ -	-
Construction Loan: Origination Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
Construction Loan: Construction Inspector	\$ -	\$ -	\$ -	\$ -	\$ -	-
NMTC Loan: Capitalized Interest	\$ -	\$ -	\$ -	\$ -	\$ -	-
NMTC Loan: Closing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
NMTC Loan: Origination Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
NMTC Loan: Construction Inspector	\$ -	\$ -	\$ -	\$ -	\$ -	-
Other Financing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>Financing Cost Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
Development Fee	\$ -	\$ -	\$ -	\$ -	\$ -	-
Project Management Fee	\$ 602,000	\$ 602,000	\$ -	\$ 451,308	\$ 150,692	25%
Construction Management Fee	\$ 699,825	\$ 699,825	\$ -	\$ 467,790	\$ 232,035	33%
<b>Management Cost Subtotal</b>	<b>\$ 1,301,825</b>	<b>\$ 1,301,825</b>	<b>\$ -</b>	<b>\$ 919,098</b>	<b>\$ 382,727</b>	<b>29%</b>
<b>Project Cost Subtotal</b>	<b>\$ 28,128,411</b>	<b>\$ 28,917,902</b>	<b>\$ 789,491</b>	<b>\$ 16,687,209</b>	<b>\$ 12,230,693</b>	<b>42%</b>
Contingency - Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Contingency - Financing Costs	\$ -	\$ -	\$ -	\$ -	\$ -	-
Contingency - Hard Costs	\$ 2,469,700	\$ 1,773,025	\$ (696,675)	\$ -	\$ 1,773,025	100%
Contingency - Soft Costs	\$ 175,000	\$ 82,184	\$ (92,817)	\$ -	\$ 82,184	100%
<b>Total Budget Contingencies</b>	<b>\$ 2,644,700</b>	<b>\$ 1,855,209</b>	<b>\$ (789,491)</b>	<b>\$ -</b>	<b>\$ 1,855,209</b>	<b>100%</b>

Budget Summary		
Acquisition Cost Subtotal	\$ -	\$ -
Hard Costs Subtotal	\$ 24,697,000	\$ 25,191,363
Soft Costs Subtotal	\$ 2,129,586	\$ 2,424,714
Financing Costs Subtotal	\$ -	\$ -
Management Costs Subtotal	\$ 1,301,825	\$ 1,301,825
<b>Subtotal Project Costs</b>	<b>\$ 28,128,411</b>	<b>\$ 28,917,902</b>
<i>Budget Contingencies</i>	<i>\$ 2,644,700</i>	<i>\$ 1,855,209</i>
<b>Total Project Budget</b>	<b>\$ 30,773,111</b>	<b>\$ 30,773,111</b>

Note #	Expense Category	Category Detail	Date of Entry	Reason for Change	Proposed Amount	Approved Amount	Contingency Used	CO# (If Applicable)	Notes (Include all details and client communication)	Approval and Impact			
										PCSD Approved By?	Date of Client Approval	Client Approved By?	Impact to Opening of School?
1	SC3	Architecture & Engineering	3/1/2017	Budget Revision		18,373	SC-CONT		4th amendment to gkkworks contract - LAUSD retaining wall	HF		R. Duenas	
2	SC1.3	Due Diligence: ALTA/Topographic	3/7/2017	Budget Revision		1,095	SC-CONT		Add services for DWP easement legal description	HF			
3	SC4.5	Entitlements: Outreach & Notification	3/7/2017	Budget Revision		1,525	SC-CONT		Additional funds for pre-construction meeting flyer distribution	HF			
4	SC5.1	Environmental: CEQA Consultant (EIR, MND, etc.)	3/7/2017	Budget Revision		3,130	SC-CONT		Add services for CEQA addendum	HF	1/10/2017	R. Duenas	
5	SC5.9	Environmental: Phase II Site Assessment	3/7/2017	Budget Revision		15,165	SC-CONT		Add services for Housekeeping soil removal required by DTSC	HF	11/18/2016	R. Duenas	
6	HCL3	New Construction: DSA - Traditional	8/25/2017	Unexpected C.O.		41,492	HC-CONT	1	Unforeseen concrete brick debris etc + abatement disposal at UG parking garage	DE	6/2/2017	R. Duenas	
7	HCL3	New Construction: DSA - Traditional	8/25/2017	Unexpected C.O.		60,584	HC-CONT	2	Removal of unstable soil at UG PG + revised elec yard power reqmts for BMS gym etc...	DE	6/28/2017	R. Duenas	
8	HCL3	New Construction: DSA - Traditional	8/25/2017	Unexpected C.O.		69,221	HC-CONT	3	Remove unforeseen concrete at bldg B&C, install drain & encase sump pit at UG PG,	DE	8/23/2017	R. Duenas	
9	SC3	Architecture & Engineering	8/25/2017	Client Request		38,529	SC-CONT		5th amendment to gkkworks contract - technology, security and tv monitor revisions	DE	8/24/2017	R. Duenas	
10	HCL3	New Construction: DSA - Traditional	10/4/2017	Unexpected C.O.		172,631	HC-CONT	4	Unforeseen concrete at bldg. B&C, 4' High fence, perimeter drain, curb, gutter & BSS	DE	10/11/2017	R. Duenas	
11	SC8.3	Inspections: Special (Deputy, Geotech Observation,	10/20/2017	Budget Revision		202,312	HC-CONT		Extended 3rd Party Inspections budget + costs for union inspections t/o	DE	10/20/2017	R. Duenas	
12	HCL3	New Construction: DSA - Traditional	11/3/2017	Unexpected C.O.		100,660	HC-CONT	5	Unforeseen UG water line encasement; added plumbing costs at Bldg C.	DE	11/8/2017	R. Duenas	
13	SC-OTH	Other Soft Costs	11/10/2017	Budget Revision		15,000	SC-CONT		Extended costs for 3rd party Crossing Guard	DE		R. Duenas	
14	HCL3	New Construction: DSA - Traditional	1/24/2018	Unexpected C.O.		(31,978)	HC-CONT	6	credit adjustment for bid alts 1,2,3, costs for stepped footing & added pull section for	DE	1/24/2018	R. Duenas	
15	HCL3	New Construction: DSA - Traditional	3/14/2018	Unexpected C.O.		81,753	HC-CONT	7	30 days of added general conditions & requirements for for CO 1-5 (unforeseen findings	DE		R. Duenas	
16		tracking only	3/14/2018	Client Request		268,761	None	7	added proximity cards in all CRs + added data ports & TV monitor supports (HC8 paid)	DE		R. Duenas	
17						\$ 1,058,252							

# Coversheet

## Bert Corona Executive Administrator Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** D. Bert Corona Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCS\_Executive\_Administrator\_report\_3-16-18.pdf



**Bert Corona Charter School  
Executive Administrator’s Report  
March 16, 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.*

**Academics**

We continue to work on the implementation of SFA with our teachers. SFA strategies are integrated into our organizational and site based professional development for teachers and tutors. Currently 54% (7 of 13) of the staff are implementing the program at a high to medium level of fidelity. We are currently reviewing benchmark data (B1) to see the impact of SFA implementation has on NWEA Maps ELA outcomes. Ultimately, a plan will be developed to support the teachers that are implementing SFA at the lowest levels of fidelity.

<b>Level of Fidelity</b>	<b>Average RIT Score Change</b>
Fidelity	6.6
Fidelity-Partial	4.8
Partial	3.2
Overall	4.7

**Operations**

**Meal Program-** Students are required to have access to potable water when eating. Students have access to water in the lunch area from the drinking fountain. Students do not have drinking fountains in the classroom. Therefore, we have purchased HydroFlasks that will be filled with water and will be delivered each morning with the breakfast supplies. Cups will also be delivered as needed. We will use the filtered water cooler to fill the bottles.

**Enrollment**

18-19 waitlist is holding at 26. We need to do more outreach as these numbers are low compared to previous years.

**Culture and Climate-**

**Building Our School Culture**

At Bert Corona Charter School, we believe strong relationships between staff, students, and families are part of the foundation of our school. By using a Positive Behavioral Interventions and Support Framework, our staff focuses on creating a positive environment through the use of clear communication about behavioral and academic expectations and by creating common experiences for our students and staff. As a result, various school wide and grade level activities are interwoven into our school culture that support our students to build positive relationships with their peers and staff. Some of those events are:

<p><b>5<sup>th</sup> Grade Trips</b> Instructional Trip- Varies <b>Picnic-</b> Awards Night and Culmination</p>	<p><b>Active Citizen Events</b> Leadership Bike Build Pennies for Patients Drive- Donation <b>Schoolwide Service Day(s)</b> <b>Cesar Chavez March</b> CASA Day</p>
---	--



<b>6<sup>th</sup> Grade Trips</b> Instructional Trip- Knotts Berry Farm Physics Day Knights at the Beach	<b>College Ready Events</b> Career Day I'm Going to College Football Game
<b>7<sup>th</sup> Grade Trips</b> Instructional Trip- Varies Ropes Course (replacing Field Day- (Taiko Drum)	<b>Life Long Learner Events</b> CASA Day (Spring) TBD- Technology Showcase TBD- Portfolio Knight Academic and Behavioral Assemblies
<b>8<sup>th</sup> Grade</b> Instructional Trip- Museum of Tolerance TPD- Field Day- Picnic Day Literacy Garden (Lunchtime) Knight by the Sea Awards Night Culmination	<b>Fundraising Events</b> Scholastic Book Fairs Skateland Fundraiser Chuck E Cheese's Night Fundraiser
<b>Social Events</b> Spooky Dance Winter Formal Spring POP Day Fall POP Day Student Store	<b>School to Home Communication</b> Back to School Night Student Parent Teacher Conferences Coffee with the Directors

**Office Discipline Referrals-** Office Discipline referrals spiked in February. Staff is analyzing the numbers. A red flag comment states that National events have increased emotions and stress on campus for students and adults (Immigration and school violence).

Month	Average Minor Referral Per Day Per Month		Average Major Referral Per day Per Month	
	16-17	17-18	16-17	17-18
August	2.06	<b>4.06</b>	1.63	1.53
September	1.62	<b>9.85</b>	1.19	<b>3.60</b>
October	7.74	<b>9.75</b>	4.26	2.67
November	6.33	<b>6.93</b>	4.87	4.13
December	5.64	3.20	4.73	1.5
January	4.87	7.63	5.33	6.0
February	3.84	11.32	4.95	5.53
March	4.71		4.76	
April	8.86		3.64	
May	4.82		3.09	
June	.14		1.29	

Staff is also looking into support for teachers to work on issues of defiance and disrespect. The first step will be to clearly define the behaviors so that all staff are using the same definition. After the behavior is clearly defined, we will be meeting with parents and students who are repeatedly being defiant and disrespectful to reset expectations and develop plans for improvement.

Problem Behavior	Frequency	Proportion
Defiance/Insubordination/Non-Compliance	96	6.87%
Disrespect	76	5.44%

## **Community Actions Against School/Gun Violence**

Site Administration along with the School Site Leadership Team is planning activities to prepare for the pending community actions. The goal is to ensure the safety of students and staff as well as ensure that students and staff have the ability to express their opinions and concerns in constructive and school appropriate ways. The pending community actions are:

### **March 14, 2018**

#### **#Enough! National School Walkout**

Encourages students, teachers, school administrators and parents to take part in a protest at 10 a.m. local time. The walkout will last 17 minutes, a nod to the 17 lives lost at Marjory Stoneman Douglas High School on Feb. 14.

### **March 24, 2018**

#### **March For Our Lives**

Will take to the streets of Washington DC to demand that their lives and safety become a priority and that we end gun violence and mass shootings in our schools today.

### **April 20, 2018**

We want students to attend school and then promptly WALK-OUT at 10:00 am. Sit outside your schools and peacefully protest. Make some noise. Voice your thoughts. "We are students, we are victims, we are change," National School Walkout wrote on Twitter.

## **MORCS Construction**

We are beginning to work on the furniture, fixtures and equipment portion of the budget. We are outlining the needs of each space/room/office and will share the information with a team of staff from the school to begin to make purchasing recommendations.

## **BCCS Improvements**

We are working on narrowing down the facilities needs down to an amount that will fit with in the 17-18 school budget.

## **Sports**

YPI hosted a basketball tournament at Felicitas and Gonzalo Mendez High School over the past two weeks. Our boys fought hard to qualify for the next round, but fell short in a close game. The boys were still able to showcase their talents in the consolation games. With teamwork and a tough defense, our girls made it to the championship game. The first half of the championship game was very close. In the second half, the girls buckled down and only allowed the other team 5 points and were able to pull away for a big lead. The girls were so excited to bring the championship trophy back to Bert Corona.

# Coversheet

## Monsenor Oscar Romero Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** E. Monsenor Oscar Romero Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 17-18 MORCS EA Board Report (March).pdf



***MORCS Executive Administrator Report***

**March 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.*

**Attendance and Enrollment:**

Our current enrollment at MORCS is 336.

Enrollment Numbers:

6 <sup>th</sup>	119
7 <sup>th</sup>	101
8 <sup>th</sup>	117
All	337

Attendance:

6th grade - 98.353%

7th grade - 97.740%

8th grade - 98.218%

Overall - 98.118%

**Professional Development**

In our PD plan for the second semester, we have been focused on meeting the needs of our at risk students. Currently our teachers are participating in a “Choose Your Own PD Adventure” series in which they had the opportunity to select their sessions for the next 5 weeks. Topics include: Project Based Learning, Student Roles and Routines for Classroom Management, Thinking Maps, and EL Strategies. All options were planned intentionally to support our struggling students and our at risk populations. We are also including time for exhibition planning and critical friends groups for unit plan/rubric feedback from peers.

**Continued Work on Positive Culture:**

We continue to work on our tier 1 implementation for our PBIS program. To ensure that all students have positive events and experiences at school that will help continue our positive school culture, we have been working on implementing the following activities:

*Lunchtime Competitions:* During lunch students have the opportunity to participate in activities in which cohorts compete against each other. Most recently we have had musical chairs and a chess tournament.

*Movie Night:* Movie night will take place on March 16<sup>th</sup>. Kids who are participating will pay 5 scholar dollars for entry. Cash will not be accepted, so students have to bring their scholar dollars to get in!

*Achieve3000 Competition:* Our academic committee put together a competition to help push student use of the A3K program. The 30 students with the most articles read with a 75% or higher on their reading check activity will be asked to participate in the field trip.

**8<sup>th</sup> Grade Culmination:**

We recently had mandatory meetings with our 8<sup>th</sup> grade parents and students to discuss requirements form 8<sup>th</sup> grade culmination and to push them to put in a strong effort the final quarter. The kids are re-energized and putting in extra effort to speak with their teachers and to master new and old topics.

**National Walk Outs:**

On March 14<sup>th</sup> our school participated in the national walk outs in honor of the students who were killed in the recent Florida shootings. The following is a description of our activities for the day:

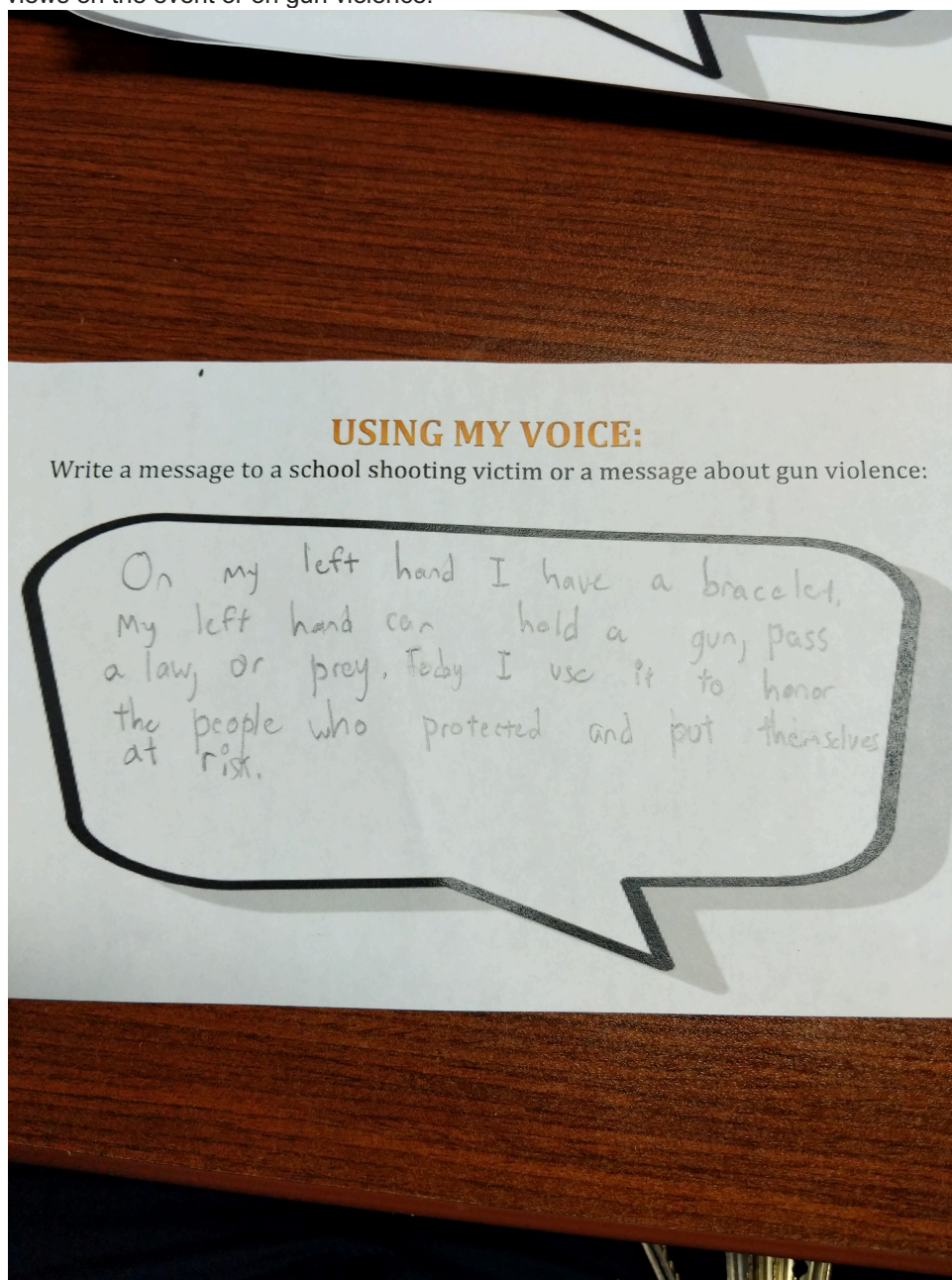
7:30-8:15: Mr. Myers and Ms. McKinzie were at the front gate handing out orange bracelets to students who want to show their support for victims of gun violence.

8:15-8:30: Breakfast in advisory.

8:30-9:30: [Advisory Lesson](#) on school safety, the events in Florida, and discussion about gun violence in our country and how to use our voice to stand up for what we believe in or to honor people who have lost their lives.

9:30-9:45: Recess

9:45-10:00: Writing activity: write a message to someone who lost their lives in the Florida shoot to express your views on the event or on gun violence.



10:00-10:17: All staff and students will come out to the volleyball courts (upper field) for the walkout. Students should leave their backpacks and all other items in your class.

- Students leave class at 10
- Teacher leads students to evacuation spot on the volleyball courts
- Mr. Myers directs students to create a unity circle around the courts
- 5 minutes of silence
- Continued silence during a song (See You Again, Charlie Puth and Wiz Khalifa)
- Dismissal back to class

10:21: Dismiss kids to period 2 classes.

### **School Safety:**

On Thursday, March 15<sup>th</sup> we held a “Lockdown No Response” drill. The drill went very well! Many staff members and students felt much safer and better prepared in the case of an emergency after the drill.

### **Academics:**

#### *EL Support Training:*

3 of our staff members have recently completed 24 hours of OPAL training through Loyola Marymount University. This training prepares our staff to implement best practices in EL support, but it also gives us a structure and tools for conducting observational rounds. These staff members will be leading our efforts to conduct observational rounds targeting best practices in support for ELs. We’re excited about the growth we will see from this training and use of the tools.

#### *Classroom Focus:*

We are continuing to work on our school success plan and the implementation of the following strategies:

### **Focus 2: Data**

- 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.
- Make sure you know the [MORCS Data Goals](#)

### **Focus 3: SFA Strategies Across Content Areas:**

- 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: EL/LTEL Support**

- 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](#)



# Coversheet

## Bert Corona Charter High School Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** F. Bert Corona Charter High School Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCHS SBACC Interim Comprehensive Assessment - Sheet1.pdf  
EA Report February 2018.pdf

<b>SBAC — 2017 Achievement Level Distribution</b>				
<b>ENGLISH LANGUAGE ARTS/LITERACY</b>				
	Arleta High	John H. Francis Polytechnic	San Fernando Senior High	Bert Corona Charter High School
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	17.63 %	25.72 %	13.77 %	7.50%
Standard Met: Level 3	39.12 %	34.75 %	39.19 %	32.50%
Standard Nearly Met: Level 2	26.72 %	21.81 %	27.54 %	42.50%
Standard Not Met: Level 1	16.53 %	17.72 %	19.49 %	17.50%
<b>MATHEMATICS</b>				
	Arleta High	John H. Francis Polytechnic	San Fernando Senior High	Bert Corona Charter High School
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	3.50 %	9.85 %	4.72 %	<b>N/A</b>
Standard Met: Level 3	16.98 %	24.45 %	16.74 %	<b>N/A</b>
Standard Nearly Met: Level 2	30.19 %	28.69 %	25.97 %	<b>N/A</b>
Standard Not Met: Level 1	49.33 %	37.01 %	52.58 %	<b>N/A</b>

				<b>Math Interim is forthcoming.</b>	

Bert Corona Charter High School  
Executive Administrator Report – Mr. Simonsen  
February 25, 2018

**Mission**

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

**Enrollment**

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

9th Grade – 57  
10th Grade – 88  
11th Grade – 51  
12th Grade – 12  
Total - 208

This number is 27 under projection for the approved FY 2017-2018 budget.

**Staffing**

Our new English teacher, Ms. Susana Rodriguez, started work during the second week of January. She is from Southern California, is Latina, is bilingual, and is adept at instruction in both English and Spanish. She is able to manage a classroom in a highly professional, encouraging, and rigorous manner with pre-college expectations. Finding someone of her caliber mid-year, someone with both the academic and cultural competence to inspire and grow EL and LTEL students who are facing many challenges outside of the classroom, is a huge gift to BCCHS families. The students have embraced her not because they are immediately in love with her, but because they finally feel that they have a highly skilled and highly professional teacher working with and for them.

## **Student Academic Performance/Growth**

BCCHS 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders will be taking the NWEA Maps test in March, just before spring break. BCCHS 11<sup>th</sup> graders have been taking the state’s interim assessments to prepare for the SBAC exams. The good news is that our scores for this year’s cohort will be significantly better than last year’s mini-cohort, if the interim assessments are predictive in any way. The bad news is that we are not yet commensurate with the highest performing LAUSD public schools, but we are not far off. (See attached performance docs). This SBAC test is the primary focus of this spring’s testing efforts. YPI is graciously handling the PSAT-9 and the PSAT-10. Those take place on separate dates and times. The seniors recently took their placement exams at LA Mission College, to mixed results. Some students placed college-ready, others were far off. It’s a very mixed little bag, this senior class (12 students, 10 on pace to graduate). They were a surprise, and have been our biggest academic challenge as a group. There is so much disparity in their skill levels and their performances, but we are committed to get them across the finish line. They will graduate at the Pacoima City Hall Building during the first week of June.

We have a number of students taking credit recovery courses through Acellus, an online credit recovery program utilized by a number of local high schools, and presented to us by our guidance counselor, Ms. Palafox. We are realizing that it is going to take several iterations of online learning to build it permanently and successfully into our culture, but we are committed to it as we recognize that the future of education will depend more and more on this delivery method, and we want our students prepared.

Over 30 students are taking the 5<sup>th</sup> concurrent enrollment college course offered at BCCHS. It is a psychology course entitled “General Psychology 1” taught by a fun and engaging professor, Craig Smardan. The students feel that the class is engaging, informative, and fun. We feel very fortunate to continue to be able to offer this opportunity to our kids.

## **College Visitations, Applications, and Acceptances**

To date, our 10 seniors (some portion thereof) have been accepted to:

Grand Canyon University	Phoenix, AZ
CSU Los Angeles	Los Angeles, CA
CSU Channel Islands	Camarillo, CA
Oklahoma State University-OIT	Okmulgee, OK

We are waiting on several other colleges and universities to respond. Hopefully more good news is on the way.

## **Professional Development**

BCCHS Professional Development focus is currently on LTEL Support and Reflective Practice. After the LAUSD Oversight Visit in January, the team is taking the instructional advice of the committee and putting it immediately into active use. We are implementing specific SDAIE strategies and recording the results, and we are video-recording instruction in every classroom for observation and feedback. The only other professional development thread has been the scoring and processing of the SBAC Interim Assessments for our Junior class, as they will represent our school to the state and the district through this spring's exams.

## **CIF Sports**

The sports program launched girls and boys soccer and boys basketball this winter. The teams have played several games against high schools from many parts of Los Angeles, as we are new to CIF and must schedule games with anyone who will accept an invitation. Just this past Friday, the boys had their first basketball game and were pretty soundly thumped, but they were proud to wear the uniform. The boys soccer team had their third match, and were finally in their best form. They defeated Los Angeles Leadership Academy 2-0 in a hard-fought match. It was a great moment for our school, as soccer is of particular athletic and cultural value to our school community. Our A.D., James Carroll, was especially moved by the end to a long string of BCCHS losses in multiple sports. We haven't had a victory since girls volleyball in November. The boys were so proud to represent their school, and win!

## **Speech and Debate**

Jacqueline Aristondo placed 4<sup>th</sup> in Impromptu Speaking recently at the Cal Lutheran Invitational. It's the highest performance of a BCCHS Student since the Knights formed their inaugural Speech and Debate team this year. We are very proud of Mr. Yabut and his entire team for taking on this daunting style of competition. BCCHS students are being validated for their efforts in very public arenas, and that is a critical component to successfully growing a high school with traction and staying power. I am so grateful to the many individuals who have helped support this small but mighty band of academic Knights as they go to battle to represent their school and community!!

## **Culture and Climate**

Advisory is being utilized to cover the following themes, which is an update to the original vision of Advisory:

- Monday – Life Skills: What do I need to know to be a successful, independent adult when I leave HS?
- Tuesday – Academics: How do I know I am successfully mastering my learning outcomes, to independence?
- Wednesday – Volunteer: How am I making my school and my community a better place?
- Thursday – Deep Dive: How am I learning to respond to people who have perspectives and feelings that are different than mine?
- Friday- College/Career: What have I done in the past week to make myself ready for applying to college?

## **School Safety**

This month, two BCCHS students were arrested and booked for criminal threats during the weekend after the school shooting in Florida. The details of both police actions are attached in separate documents, as is the plan for reintegrating both students back into the school community. While the reality of arrest is both traumatic and damaging to the students involved, the specifics of the behavior that triggered the arrests could not be ignored as student safety is paramount. Please see attached documents for further detail.

# Coversheet

## Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** G. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ED February 25, 2018.pdf  
Feb 24th Bios.pdf  
Formal Event Agenda .pdf





## YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

*February 25, 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:

#### 2018 Top 13 Bill List – 2/17/2018

#### Sponsor

1. **AB 2635 (Weber, Burke, Gipson) LCFF African American Bill:** CCSA's sponsored legislation to create a new supplemental grant in the Local Control Funding Formula for the lowest performing subgroup of students not currently receiving supplemental funds which are African American students.
2. **SB 1216 (Glazer) Charter school transparency:** CCSA sponsored bill on charter school transparency. It is currently a spot bill but our intent is for charter schools to be subject to the Brown Act, with allowance for teleconferencing capabilities for multi-jurisdictional charters, and the Public Records Act.

#### Oppose/Bills of Concern

3. **SB 1362 (Beall) Charter School Denials on Negative Fiscal Impact and Study of El Dorado SELPA:** Allows denial of charter schools based on a negative fiscal impact Also, a petition must state how a charter school will achieve a balance of pupils receiving special education services that are reflective of the general population in the school district. In addition, the LAO must submit a report legislature on the impact that the EL Dorado SELPA has on special education services provide to CA students.
4. **AB 3222 (O'Donnell) Prevailing wage for charter projects:** Applies prevailing wage to any charter school construction, alteration, demolition, installation or repair work done under private contract on a project where the project is paid for in whole or part with conduit revenue bonds on or after January 1, 2019.
5. **AB 2082 (Garcia) Bans TFA teachers in most CA schools:** Prohibits Teach for America Teachers from teaching in any public school including charter schools with more than 40% low income students which is a significant portion of California schools.

6. **AB 3167 (O'Donnell) charter schools: inquiries:** This is basically a spot bill that requires a charter school to respond within 30 calendar days of receipt to all reasonable inquiries regarding financial records from its chartering authority, county office of education over charter's chartering authority and the SPI. This is concerning and very broad and may have been introduced to address concerns raised by the Tri Valley situation.
7. **AB 1871 (Bonta) Charter school meals:** Requires charter schools with free and reduced priced eligible students to provide one school meal. Exempts nonclassroom-based schools.

### **Other charter bills**

8. **AB 2575 (Santiago) and AB 2891 (Holden) College and Career Access Pathways Partnerships:** These two identical bills attempt to fix the issue caused when they originally authorized the CCAP program. The bill was silent on charter schools and some districts and legislative counsel is interpreting this to mean that charters cannot partner with community colleges for these kinds of programs. The bill explicitly adds charters as eligible entities to create CCAP partnerships with colleges.
9. **AB 2011 (Kiley) Nonclassroom-based instruction/Shasta:** Allows use of resource centers for testing. Exempts a charter school facility for geographic restrictions that would otherwise apply if the facility is used for proposes of fulfilling state mandates such as testing.
10. **SB 964 (Allen) 1090 Spot Bill:** Spot bill related to the Political Reform Act of 1974 that we believe will be Allen's school governance reform bill amending Government Code 1090.
11. **AB 3058 (O'Donnell) Charter schools: notification of school site:** Requires charter schools to notify the county superintendent of schools in which the school is located 60 calendar days before commencing operations. This may be the spot bill we heard about from Asm. Ed Committee staff in which they seek to address school districts with dependent charters siting schools outside their district boundaries. This was an issue that was raised in a recent JLAC audit.
12. **SB 1060, SB 1061, SB 1062 (Mendoza) Related to non-contribution of employer matching funds for CalPERS/STRS:** These three bills are related to contracting agencies/employers failing to contribute their employer employee contribution matches to CalPERS/STRS. They require these entities to report within 30 days when a failure to contribute the match has occurred. We suspect that this could be related to the Tri-Valley Charter Schools situation.
13. **SB 1065 (Mendoza) Spot Bill on SBE:** Suspicious spot bill related to the composition of the State Board of Education.

### **National:**

*From the National Alliance for Public Charter Schools –*

### **National Alliance Statement on Increased CSP Funding**

**Washington D.C.** - We welcome the news that the Administration has included an increase for the Charter Schools Program (CSP) as part of its updated FY'18 budget request. The new request, if enacted, would increase total CSP FY'18 funding to \$600 million. This is a clear acknowledgement by the Administration of the success of the program and the need for additional funding to support the continued growth of public charter schools. It is also an important acknowledgment that family demand for charter schools still outstrips supply, and that the federal government has a vital role to play in ensuring that more families have more high-quality public school options. We commend the administration for this and urge Congress, as it sets FY'18 appropriations levels, to follow the Administration's lead—and the demands of millions of parents—and fund the CSP at \$600 million in FY'18.

**State:**

***From School Services of California –***

**Governor Brown Delivers His Final State-of-the-State Address**

Two weeks after he unveiled his proposal for the 2018-19 State Budget, Governor Jerry Brown delivered his 16th, and final, State-of-the-State address on January 25, 2018, to a joint session of the State Assembly and State Senate.

Governor Brown began his prepared remarks by emphasizing how far California has come since the Great Recession. He invoked several headlines that captured the anxiety that Californians felt during the recession, which included a \$27 billion deficit, 12% unemployment, and record home foreclosures. Fast forward eight years. The Governor touted California's success in closing the deficit, adding 2.8 million new jobs, and increasing personal income by \$845 billion.

The Governor claimed that very few places in the world can match the successful turnaround of California over the past eight years, and that is one of the reasons that confidence in the Legislature contrasts sharply with the low approval ratings of the United States Congress. According to the Governor, this confidence is warranted due to the Legislature crossing party lines to pass a number of significant measures including pension reform, Workers' Compensation reform, the water bond, the Rainy Day Fund, and the Cap-and-Trade Program.

Governor Brown received a standing ovation when he thanked the work of firefighters, first responders, and volunteers who helped during the natural disasters that took place this past year. He gave President Trump a nod for his assistance and commended congressional leaders for sponsoring legislation that will provide aid to states that have suffered major disasters. In response to the devastating fires, the Governor announced his intention to convene a task force of scientists and knowledgeable forest practitioners to review the way the state's forests are managed and suggest ways to reduce the fire threat.

The Governor took a jab at President Trump for doubting the science of climate change, which has been accepted by every major country in the world, including Russia and China. He said that California will continue to lead the country in climate change initiatives including building and appliance efficiency standards, renewable energy, the Cap-and-Trade Program, and hosting a United Nations sponsored

climate summit this September in San Francisco.

Turning to infrastructure, the Governor emphasized the importance of the Legislature in passing the gas tax, Senate Bill (SB) 1, last year so that California is able to repair and maintain its roads and transit systems. Governor Brown pledged that he will do anything in his power to defeat any repeal effort of SB 1 that may make it on the November ballot. Continuing on the topic of infrastructure, the Governor defended his support and emphasized the importance of building the high-speed rail system. He even quoted former President Ronald Reagan and his support for building a California high-speed rail system in 1983.

On the education front, the Governor emphasized how far the state has come and that spending has increased to \$4,600 per student and \$31 billion overall. He maintained the importance of fully funding the Local Control Funding Formula this year so more resources are directed to schools with the greatest challenges. He also highlighted his proposal to link spending with the local accountability plans so that parents can see how the additional dollars are supporting English learners and students from low-income families.

While stressing the importance of higher education, the Governor emphasized the importance of his California Online College proposal. The fully online community college will target Californians between the ages of 25 and 34 who are in the workforce but lack a postsecondary degree or certificate. He believes that the online college will be convenient and cost effective in giving these workers the training they need to be successful.

Governor Brown concluded his address by reminding the state that we live in an exciting, but dangerous time. He said that that the preeminent science and security board of the Bulletin of the Atomic Scientists moved the minute hand of the Doomsday Clock 30 seconds closer to catastrophe and that it is now two minutes to midnight, which is as close as it was at the height of the Cold War in 1953. Despite this warning, the Governor is confident that the state will persist and that the spirit of democracy never dies.

### **SBE Revises ESSA State Plan at January Meeting**

At its January meeting, the State Board of Education (SBE) added clarifying language to the Every Student Succeeds Act (ESSA) State Plan to better explain its approach in the development of California's new accountability system. This language was in response to the December 21, 2017 letter from the United States Department of Education (ED) to State Board of Education (SBE) President Michael Kirst and Superintendent of Public Instruction Tom Torlakson asking the state to revise and resubmit its plan, citing concerns and requesting additional clarification. Among other things, the letter said that California's plan fell short of setting sufficient learning goals, does not appear to comply with statutory requirements for the use of assessments, and does not create an adequate system to identify and improve its lowest performing schools.

The SBE made no substantive changes to California's State Plan, arguing that ESSA allows states flexibility in how they meet the law's statutory and regulatory requirements. However, the SBE is still working to develop a methodology to identify its lowest-performing 5% of Title I schools, postponing the decision until their March meeting. The SBE is determining how to reconcile the Local Control Funding Formula's requirement to identify struggling *districts* rather than struggling *schools*, as required by ESSA.

The ED has approved 35 ESSA State Plans so far, including 27 since January 16, 2018. The SBE is optimistic that the clarifying language will be enough to get California's State Plan approved because several other states took a similar approach on their resubmittals and found success. However, several student advocacy and civil rights organizations believe that until California comes up with an adequate methodology to identify and improve its lowest-performing schools, the back and forth with the ED could go on for quite some time.

In addition to revising the ESSA State Plan, the SBE took the following notable actions:

- Approved the 2016 annual performance review executive summary for Part B of the Individuals with Disabilities Education Act
- Approved the blueprint, general achievement level descriptors, and score reporting structure for the California Alternate Assessment (CAA) for Science
- Approved the following local educational agency (LEA) apportionment rates for tests administered, as part of the California Assessment of Student Performance and Progress (CAASPP), during the 2017-18 school year:
  - \$4.00 per pupil administered any portion of the Smarter Balanced Summative Assessments and/or California Science Test
  - \$5.00 per pupil administered any portion of the CAAs and/or CAA for Science
  - \$5.00 per pupil administered any portion of the California Spanish Assessment
  - \$2.52 per eligible English learner pupil administered, at the option of the LEA, the standards-based tests in Spanish
  - \$1.00 for preparing and providing required electronic test registration information to the contractor prior to the beginning of the LEA's testing window for pupils mandated to be tested who were then not tested, for any reason (e.g., due to parent exemption, being absent the entire testing window, etc.)
  - \$2.52 per-pupil LEA apportionment reimbursement rate for California Department of Education certified grade two diagnostic tests administered during the 2017-18 school year, at the option and cost of the LEA per Education Code Section 60644
- Approved a contract renewal with Educational Testing Service for the CAASPP

### **Preparing for the Next Storm**

In light of the constant warning districts are receiving regarding future economic trends, we have received quite a number of questions about planning for a wide range of financial options. While there is no single "silver bullet" plan that fits all districts, the elements of successful plans do have some common threads.

### **Estimating Revenues and Expenses**

All financial plans start with estimates of future revenues, expenses, and reserves. Each major source of revenues can be subjected to a sensitivity analysis to determine how much a change in that particular revenue source would affect the overall revenue projection. If federal funds go down by 10%, for example, the impact on most districts is much less than if total Local Control Funding Formula (LCFF) revenues go down by 10%. The same can be done for expenditures. A 10% increase in Unemployment Insurance rates is far different than a 10% increase in the cost of health benefits, for example.

We encourage planning for a range of estimates and scenarios. What if revenues come in 3% higher or

lower than projected, does that cause a significant change in the district’s fiscal position? Are sufficient reserves available to ride out the storm for at least the first year? If not, what is the plan and how sure are we that our plan can be executed? Solid reserves buy us planning time to protect programs, employees, and students.

**Plan to Address Areas That Make a Difference**

There is no such thing as a good plan that does not have one or more backup plans. What if we suddenly have to reduce expenditures significantly; how would we do it? We have often argued that salaries, benefits, and class size, which dictate nearly 90% of district costs, must be the primary source of any significant budget cuts. Going after 5,000 other small costs to improve efficiency is worthwhile, but the big differences are made by addressing high-dollar areas. We use class sizes as a measure of how many people the district employs.

In California, resources are scarce and must be allocated carefully. Every district will need to assess its priorities and make decisions accordingly. If you decide, for example, to maintain a high-cost benefits plan level, you are also deciding that salaries and class sizes are a lower priority and will not be protected. Whether it is obvious or not, these tradeoffs are found in every budget.

Expense Category			
Level	Salaries	Benefits	Class Sizes
High		X	
Moderate	X		
Low			X

In our example above, maintaining high-cost benefits means something else will have to give; in this case we illustrate class sizes going up a bit so the number of people can be reduced and the dollars shifted to maintaining benefits. Make tradeoffs that meet your highest priority needs and make sense to you.

**Assessing Plan Risk**

There is some degree of risk in every plan; make sure you identify what actions you will take to mitigate that risk.

If our reserves are at a low level and we need to take immediate action, we will be in crisis quickly. But if we have a large enough reserve to carry us through the current year, now we have some planning time to achieve a more graceful degradation of services. Good reserves buy us time to develop better options—the message? Hang on to your reserves during uncertain times. Low reserves make any plan more risky.

**Plan Now**

The key to successful planning is to start early, involve key stakeholders and community leaders, and really take the time to educate and communicate. Starting late, leaving people out, or not providing enough information guarantees a lack of support.

In districts that plan ahead, no one wants to go to higher class sizes, or lower salaries or benefits, but everyone knows what the costs and benefits of doing so would be. We think planning ahead helps everyone, especially the board, to articulate priorities and facilitate necessary actions long before they may be needed.

In the end, California's system for funding schools remains volatile. There will soon be another downturn whether we are ready or not. The lessons of the Great Recession remind us that a focus on priorities, planning, the big items in the budget, and reserves are likely to lead us to solutions. The districts committed to best practices will patch the roof before, not during, the next storm.

### **Education Committees Hold Joint Hearing on Statewide K-12 Governance**

On Wednesday, February 14, 2018, the Assembly and Senate Education Committees, chaired by Assembly Member Patrick O'Donnell (D-Long Beach) and Senator Ben Allen (D-Santa Monica), respectively, held a joint informational hearing on statewide K-12 education governance, specifically the roles of the State Superintendent of Public Instruction (SPI) and the State Board of Education (SBE). The hearing provided an overview of the current statewide governance structure and included a proposal for an alternative structure as well as perspectives from education leaders and associations.

The hearing began with the Legislative Analyst's Office (LAO) giving a general overview of California's current K-12 education governance structure before turning it over to representatives from the Education Commission of the States (ECS). The ECS panelists provided an overview of the four primary governance models that 38 of the 50 states fall into. The models show how states vary in either electing and/or having their governor appoint their chief schools officer and their state board of education. California has a similar governance structure as nine other states with the electorate directly voting for the governor and the chief schools officer (SPI for California) as separate offices, while the SBE members are appointed by the governor. The ECS representatives emphasized that there is no empirical evidence that shows that one governance model is more effective than another.

Next, the committee heard from Common Sense Kids Action President and Founder Jim Steyer who proposed an alternative governance structure for the committee to consider. The proposal would change the current governance structure in the following ways:

- The SPI would be relieved from his administrative authority over the California Department of Education (CDE)
- The Executive Director of the SBE would be appointed by the Governor and become a position subject to Senate confirmation
- The Executive Director would assume direct authority over, and responsibility for, the administration of the CDE
- The Assembly and Senate each would be able to appoint at least one member to the SBE
- The SPI would gain a voting role on the SBE and a voting seat on the California Community Colleges Board of Governors

Mr. Steyer argued that the proposal would cut down on state-level bureaucracy and would allow future governors to set their education policy with little to no resistance from the SPI. He claimed that, free from administrative duties, the SPI would be able to effectively work across the early, K-12, and higher education segments by serving on the SBE and personally filling seats on the University of California

Board of Regents, California State University Board of Trustees, California State Teachers' Retirement System Board, and the California Commission on Teacher Credentialing.

The committee members did not seem willing to entertain a proposal to overhaul the governance structure at this point in time, especially after hearing testimony from education leaders who said that reforming the current governance structure should not be a priority for the committee. The consensus seemed to be that since California is already in the middle of several education reforms (the Local Control Funding Formula and statewide system of support) that now is not the time to restructure the way that the K-12 system is governed.

### **Initiative to Change Proposition 13 Cleared for Circulation**

Proponents for a ballot measure that would amend the State Constitution to require business properties to be taxed at fair market value received clearance from the Secretary of State on Wednesday, February 21, 2018, to begin gathering signatures for their proposal. The proposal titled "The California Schools and Local Communities Funding Act of 2018" would dedicate the new revenues generated from an increase in property taxes on commercial properties to public schools and local governments.

The proposal, often described as a "split roll," addresses a quirk in Proposition 13, the 1978 ballot measure that capped property taxes. Under Proposition 13, residential and commercial properties are assessed based on the price at the time of purchase plus modest inflation increases. This proposal would require commercial properties, as defined, each year to be taxed based on their fair market value, meaning these properties would be reassessed annually.

Estimated to bring in roughly \$6 billion to \$10 billion annually by the Director of Finance and the Legislative Analyst, 60% would go to support local government, such as cities, counties, and other special districts. The remaining 40% would be directed to K-12 schools and community colleges as a supplement to the current funding formulas.

For K-12 local educational agencies, this means an allocation in the same manner as the Local Control Funding Formula. Community-funded districts and districts receiving necessary small school allowances would receive an amount equal to the average per average daily attendance amount for each of their high needs pupils, with those funds intended to support those students.

To qualify this constitutional amendment initiative for the ballot, proponents will need to collect significantly more than the minimum 585,407 signatures required from registered voters to ensure they have collected sufficient valid signatures. Though proponents will have 180 days to collect the signatures, in order for the proposal to make it onto the November 2018 ballot, proponents will need to have their submitted signatures validated before June 30, 2018 (131 days before the November General Election). This means the practical deadline for proponents is really late spring.

#### **District:**

*From the Los Angeles Times, by Howard Blume and Sonali Kohl -*

#### **L.A. School Board Approves Three-Year Benefit Package with Some Cost Containment**

The Los Angeles Board of Education on Tuesday (February 13, 2018) approved a three-year benefits



package that contains some costs but falls well short of the savings that district officials say is needed to keep the school system solvent.

The 60,000 employees of the Los Angeles Unified School District are not among the nation's highest paid, but most enjoy comprehensive medical benefits for themselves and their families without paying monthly premiums. Such subsidies are rare in the workplace. The package narrowly passed with support from four out of seven board members. Even board members who supported the agreement said they are concerned that the district's budget could be careening toward a deficit, threatening programs for students.

The most important cost-saving step is that L.A. Unified will freeze the total annual amount it pays out of the general fund for healthcare benefits for the three years covered, 2018-20.

Under the agreement, the district will hold to the roughly \$1.1 billion it currently pays for the benefits.

The freeze is intended to spare the general fund from having to absorb healthcare costs that have been rising more than 6% a year. Any additional costs will be covered by a healthcare reserve that has grown to about \$300 million.

"For me there is great value in the containment of costs," said school board President Monica Garcia, who voted yes along with George McKenna, Scott Schmerelson and Kelly Gonez. "We need good jobs and good schools."

In L.A. Unified, the district negotiates with employee unions over how much to pay for healthcare, but the unions control how the money is spent. The unions determine which health plans to offer and how much, if anything, to charge employees for premiums and co-payments.

Healthcare costs are a major stress on the nation's second-largest school system, particularly coverage of retirees. The district pays more than \$20,000 annually for the healthcare of each retiree who is too young to qualify for the federal Medicare program, said Najeeb Khoury, the district's chief labor negotiator, in an interview. Older retirees use district benefits as a healthcare supplement to cover what Medicare doesn't, which costs the district about \$7,100 per person each year.

As of January, the district was providing benefits for 4,768 pre-Medicare retirees and paying for supplemental coverage for 31,533 retirees old enough to receive Medicare. Retiree health benefits cost the district nearly \$328 million in the 2016-17 school year, close to 6% of the budget.

Although Khoury supported the pact, he acknowledged that L.A. Unified has a problem with healthcare obligations. It would cost about \$13.6 billion in today's dollars to pay for all retiree health benefits over the next 30 years, and the district has put aside only a fraction of the necessary funding, Khoury told the board.

Over time, medical costs for retirees could hamstring the district's ability to pay active employees and educate children, said board member Nick Melvoin.

"The freezing of the annual increases in this deal is a baby step in the right direction, but our dire financial situation requires at least an adult step," said Melvoin, who voted no. "We undoubtedly need to secure more funding from the state.... We also need to start living within our means."

Board member Ref Rodriguez, who had earlier signaled support for the deal, also voted no, expressing concern that the agreement might prove unaffordable by its third year.

Board member Richard Vladovic, who said he had to leave the meeting early, was not present for the vote.

**YPICS:**

YPICS has made a concerted effort to partner with Loyola Marymount University (LMU) and other educators to collaborate on addressing the issue of trauma. On Saturday, February 24, 2018, teachers and administrators from all three schools will have an opportunity to participate in a colloquium at LMU, which will focus on the definition of trauma, the issues that arise for special populations, ELs, SPED, and students living in poverty. Lastly, those in attendance will have an opportunity to hear from those who have successfully develop programs and systems to address this topic. During the conference, we will discuss the realities that teachers and administrators have communicated their concerns regarding more students coming to school exhibiting more defiance, anger, and higher levels of stress! We are all looking forward to our continued learning to support those who are the most vulnerable, our students, and those on the front line serving them, our teachers and administrators.

# The Education Success Project

# Our Speakers

## **Dr. Shane Martin, Dean of LMU School of Education**



Dr. Shane P. Martin, an educational anthropologist by training and expert in the areas of intercultural education, cultural diversity, and the spectrum of public, charter and Catholic schools, was appointed dean of the LMU School of Education in 2005 and dean of Graduate Studies in 2012. Dean Martin is visible in the education community as a member of the Green Dot Public Schools National Board of Directors and chair of the Teach For America Los Angeles Board, and is a former member of the Loyola High School of Los Angeles Board of Directors. He is a speaker in a variety of arenas — civic, business, and education — and keynotes conferences in the United States and internationally.

## **Dr. Ref Rodriguez, LAUSD Board Member**

Dr. Ref Rodriguez grew up in Cypress Park and is the first of five children of Mexican immigrants to graduate from college. He co-founded the Partnerships to Uplift Communities, charter public schools that currently serve the communities of Northeast Los Angeles and the Northeast San Fernando Valley. In 2009, he helped launch Partners for Developing Futures, a social investment fund dedicated to investing in leaders of color to start and grow high performing charter schools. Board Member Rodriguez proudly serves schools and families in the communities of South LA and parts of Northeast Los Angeles.



## **Dr. Maureen Kindel, Founder, The Education Success Project**

Throughout her career, Dr. Kindel has navigated various constituencies and distinguished herself in prominent public and private sector leadership positions, most notably, her appointment by Los Angeles Mayor Tom Bradley as President of the LA City Board of Public Works. She currently serves on the Executive Committee of the Los Angeles Chamber of Commerce and the Executive Committee of the International Foundation for Election Systems (IFES): a worldwide elections assistance and democracy building organization working in 26 countries. She is Secretary of the 1984 Olympic Foundation, and former Director of the Southwest Water Company. Dr. Kindel has embraced public education as a professional and personal passion.



## **Yvette-King Berg, Executive Director, YPI Charter Schools**

Yvette King-Berg is the Executive Director of Youth Policy Institute's Charter Schools. She was the former California Charter Schools Association Vice-President of School Development and Outreach-Southern California. She has presented her research about parental involvement at the American Educational Research Association (AERA) Annual Meeting. Ms. King-Berg has over thirty years of experience working with teachers, students, parents, and organizations in a variety of positions including Director, Assistant Director, Curriculum Advisor, Bilingual, and Title 1 Coordinators, classroom teacher (K-12) in Pasadena and LAUSD.



# The Education Success Project

## **William D. Parham, Ph.D., ABPP , Professor and Department Chair, LMU School of Education**



William D. Parham is the President of the LMU faculty senate, Chair of the Department of Educational Support services, and a Professor for LMU's Counseling Program. Parham is a licensed psychologist, Certified in Counseling Psychology by the American Board of Professional Psychology, and Past-President of the Society of Counseling Psychology of the American Psychological Association. An expert in trauma-related aspects of education, Parham teaches LMU courses such as "Trauma Counseling: Theories & Interventions." Through his work, Parham has highlighted action programs, procedures, and political advocacy aimed at tapping and sustaining hope and resilience of national and international communities.

## **Dr. Magaly Lavadenz, Director, LMU Center for Equity English Learners**

Magaly Lavadenz is currently a professor in the Department of Educational Leadership at Loyola Marymount University. She is also the Founding Director of LMU's Center for Equity English Learners (CEEL). Dr. Lavadenz has held leadership positions in numerous education related associations. She is a past president of the California Association for Bilingual Education (CABE), founding president of the California Association of Bilingual Teacher Educators (CABTE) and is currently President for the California Council on Teacher Education.



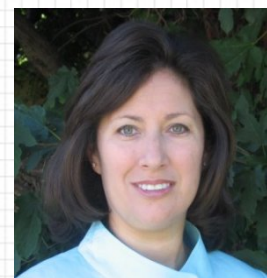
## **Dr. Natividad Rozsa, Administrator of Instruction, Local District Central**

Natividad Rozsa is the administrator of Instruction for local district central. Under Rozsa's leadership, LD Central is paving the way to a new way of acquiring English proficiency, using the arts as a medium. Rozsa is committed to changing teacher practice, so that students can engage in a rigorous, deep thinking 21st Century curriculum; which provides opportunities for students to communicate, collaborate, think critically and create.



## **Dr. Elvira Armas, Associate Director, LMU Center for Equity for English Learners**

Elvira G. Armas joined the staff at LMU in 2006 as the Associate Director of the Center for Equity for English Learners (CEEL). Concurrently, Dr. Armas works with the Los Angeles County of Education (LACOE), Multilingual Academic Support Unit as an English Learner Consultant providing professional development for school teams, school districts, and educational leaders. In her career as an educator Dr. Armas has served as a bilingual classroom teacher, mentor, trainer, district advisor, staff developer and curriculum materials developer.



# The Education Success Project

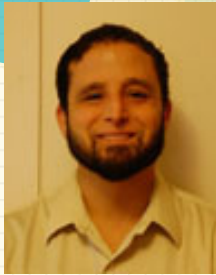
## **Dr. Terese Aceves, Professor, LMU School of Education**

Dr. Aceves is a Professor at Loyola Marymount University in the School of Education. Dr. Aceves has supported low-income, diverse families for over fifteen years in special education advocacy. Her research interests include supporting culturally and linguistically diverse students' learning needs using evidence-based practices, the early intervention and identification of children at-risk for reading difficulties, and special education advocacy for primarily low-income Latino families.



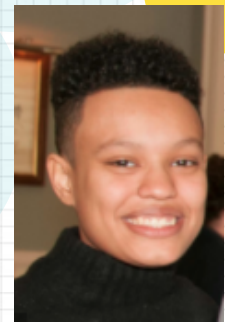
## **Joshua Kaufman, LCSW, CBITS Trainer**

Mr. Kaufman is a psychiatric social worker with School Mental Health of LAUSD, and is currently the program manager of the Trauma Service Adaptation (TSA) Center for Resilience, Hope, and Wellness in Schools. Mr. Kaufman's professional efforts are focused on the implementation and dissemination of evidence-based, trauma-informed and trauma-specific practice models, and the provision of clinical consultation and training both within LAUSD and nationally. He has provided trainings focused on response and emergency management for schools, school-based screening and assessment, and trauma awareness in schools, and CBITS for the U.S. Dept of Education, George Washington University, and various community-based organizations and school districts across the country.



## **Dr. Shawn Bolton, Director of Health and Wellness, YPI**

Shawn Bolton is Director of the Health & Wellness Department (H&W). H&W operates wellness initiatives in three service areas: San Fernando Valley, East Hollywood, and Pico-Union, and serves over 8000 youth annually, providing physical health, social-emotional learning, mental health services, nutrition education, community food access and active transportation. The Health & Wellness Department delivers youth-centered services while also providing wraparound services to the entire family. The values of the department are guided in the spirit, action, mission and resilience of our community. The Health & Wellness Department stands on five core values: Social Responsibility, Community, Holistic Wellness, Social Justice and Cultural Competency.



## **Jesse Noonan, Chief Academic Officer, YPI**

Jesse Noonan, Ed.D., is Chief Academic Officer at Youth Policy Institute, providing a broad range of support to schools to dramatically accelerate student outcomes at schools throughout the Pico Union, East Hollywood, and Northeast San Fernando Valley areas of Los Angeles. She supports the Early Childhood Education, Community School Impact, and Expanded Learning departments to deliver place-based cradle-to-college supports, the goal of which is to ensure that zip code is not destiny in Los Angeles. During her nine-year tenure at Opportunities for Learning and Options for Youth, Jesse was the school's first Director of Educational Programs and led a team instrumental in raising the academic achievement and post-secondary expectations of students in the program.



# THE EDUCATION SUCCESS PROJECT



February 24, 2018  
Addressing Trauma in Schools  
LMU School of Education

**8** Hearty Breakfast

**8:30** Welcome

Dr. Ref Rodriguez, LAUSD Board Member  
Dean Shane Martin, LMU School of Education  
Dr. Maureen Kindel, Founder of TESP

**8:45** Reflection of the day: I am you, you are me

Yvette King-Berg, Executive Director, YPI Charter Schools

**9** Keynote Address: The Essence of Trauma and Education

William D. Parham, Ph.D., ABPP , Professor and Department Chair, LMU School of Education

**9:40** Trauma and English Learners

Dr. Magaly Lavadenz, Founding Executive Director of CEEL

Dr. Natividad Rozsa, Administrator of Instruction, Local District Central

Dr. Elvira Armas, Director of CEEL

**10:10** Trauma and Parents of Students with Special Needs



## The Education Success Project

Where teachers share successes

Website: <http://soe.lmu.edu/tesp>

Email: [TESP.info@gmail.com](mailto:TESP.info@gmail.com)

# THE EDUCATION SUCCESS PROJECT

February 24, 2018  
Addressing Trauma in Schools  
LMU School of Education



- 10:10** Trauma and Parents of Students with Special Needs  
Dr. Terese Aceves, Professor, LMU School of Education
- 10:45** A Report on School Mental Health and Wellness Services  
Joshua Kaufman, LCSW CBITS trainer, LAUSD  
Shawn Bolton, Director of Health and Wellness, YPI
- 11:15** General Discussion  
Led by Dr. Jesse Noonan, Chief Academic Officer, YPI
- 12** Lunch  
Homeboy Industries, Lawton Plaza
- 12:30** Breakout Sessions  
Questions led by Dr. Jesse Noonan
- 1:15** Breakout Session Reports  
Dean Shane Martin
- 2** Toast to Education Success, Concluding Remarks, Evaluations  
Dr. Ref Rodriguez
- 2:30** Closing



## The Education Success Project

Where teachers share successes

Website: <http://soe.lmu.edu/tesp>

Email: [TESP.info@gmail.com](mailto:TESP.info@gmail.com)