

Youth Policy Institute Charter Schools (YPICS)

Board Meeting

Date and Time

Monday November 5, 2018 at 6:00 PM PST

Location

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

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

Board Members calling in from 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
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Flag Salute			2 m
D. Additions/Corrections to Agenda		Mary Keipp	2 m
E. Approve September 24, 2018 Minutes	Approve Minutes	Mary Keipp	2 m
II. Communications			6:07 PM
Academic Excellence			

	Purpose	Presenter	Time
A. Presentations from the Public	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 / info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. Items Scheduled For Information			6:12 PM
A. LAUSD Charter Schools Division Oversight Process	FYI	Yvette King-Berg	5 m
B. Board Review the Brown Act Training Notes	FYI	Yvette King-Berg	5 m
C. Committee/ Council Reports	FYI		5 m

Purpose Presenter Time

Each month council and committee meeting minutes are provided for the board to review. Board members will direct senior staff regarding any minutes or committee concerns that may arise.

- 1. Academic Committee Reports
- 2. Climate and Culture Committee Reports
 - 1. Student Leadership Council
- 3. Parent/ Committee Advocacy/ Engagement Reports
 - 1. School Site Council
 - 2. English Learner Advisory Committee
- 4. LCAP Advisory Committee Reports

D. Facilities Update FYI Ruben Duenas 5 m

This update is for all of the YPICS' schools.

E. Bert Corona Executive Administrator Report FYI Ruben Duenas 5 m

F. Monsenor Oscar Romero Executive Administrator Report FYI Rene Quon 5 m

G. Bert Corona Charter High School Executive Administrator Report FYI Yolanda Fuentes 5 m

H. Executive Director's Report FYI Yvette King-Berg 5 m

IV. Consent Agenda Items 6:52 PM

Audit

A. Background FYI

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/ enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board Member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items Vote Yvette King-Berg 5 m

- 1. Recommendation to approve final staff rosters for BCCS, MORCS, BCCHS and the LSC for the 2018-2019 school year
- 2. Recommendation to approve Los Angeles County Office of Education "Certification of Signatures"

	Purpose	Presenter	Time
3. Recommendation to approve YPICS Boundaries Policy			
4. Recommendation to review and approve revised and updated YPICS Forms, Documents, and Materials related to state and federal compliance			
5. Recommendation to approve Provisional Internship Permit for Dr. Aaron Smith, assigned to Monsenor Oscar Romero Charter School, Grade 7 Math			
6. Recommendation to approve Short-Term Staffing Permit for Jorge Gamboa, assigned to Bert Corona Charter High School, Statistics and Algebra II			
6. Recommendation to approve Local Indicators for the California School Dashboard for BCCS, BCCHS, and MORCS			

V. Items Scheduled For Action 6:57 PM

A. September 2018 YPICS Financials	Vote	Irina Castillo	10 m
B. Recommendation to approve the role of the Academic Excellence Committee	Vote	Mary Keipp	5 m

VI. Closed Session 7:12 PM

A. Matters to be discussed are those permitted by Government Code Section 54956	Discuss	Mary Keipp	15 m
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At 6:45PM The Board of Directors will be moving into closed session to discuss matters described in Section VI. Matters to be discussed are those permitted by Government Code Section 54956 (Litigation).

A. PENDING LITIGATION: (Government code 54956.9)

VII. Open Session 7:27 PM

A. Items Scheduled for Action	Vote	Mary Keipp	5 m
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VIII. Closing Items 7:32 PM

A. Adjourn Meeting	Vote		
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IX. Announcements 7:32 PM

A. Closing Announcements	FYI	Yvette King-Berg	2 m
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Coversheet

Approve September 24, 2018 Minutes

Section: I. Opening Items
Item: E. Approve September 24, 2018 Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 24, 2018

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Board Meeting

Date and Time

Monday September 24, 2018 at 6:00 PM

Location

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

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

Board Members calling in from 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.

Trustees Present

A. Reza, C. Lopez, C. Vaquerano, M. Green, M. Keipp, S. Mendoza

Trustees Absent

J. Lucente

Guests Present

J. Castillo, R. Duenas, 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 Sep 24, 2018 at 6:22 PM.

C. Flag Salute

D. Additions/Corrections to Agenda

E. Approve June 28, 2018 Minutes

M. Green made a motion to approve minutes from the Regular Board Meeting on 06-28-18 Regular Board Meeting on 06-28-18.

C. Vaquerano seconded the motion.

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

Roll Call

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

F. Approve July 21, 2018 Minutes

M. Green made a motion to approve minutes from the BoardMeet Los Angeles on 07-21-18 BoardMeet Los Angeles on 07-21-18.

C. Vaquerano seconded the motion.

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

Roll Call

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

G. Approve July 27, 2018 Minutes

M. Green made a motion to approve minutes from the Regular Board Meeting on 07-27-18 Regular Board Meeting on 07-27-18.

C. Vaquerano seconded the motion.

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

Roll Call

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

H. Approve August 28, 2018 Minutes

M. Green made a motion to approve minutes from the Board Meeting on 08-28-18 Board Meeting on 08-28-18.

C. Vaquerano seconded the motion.

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

Roll Call

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

I. Approve September 10, 2018 Minutes

M. Green made a motion to approve minutes from the Regular Board Meeting on 09-10-18 Regular Board Meeting on 09-10-18.

C. Vaquerano seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the public.

III. Items Scheduled For Information

A. MORCS Construction Project F&E Purchase: Computers

MORCS purchased 480 Apple computers and 18 computer carts for the new building.

B. Committee/ Council Reports

Each month council and committee minutes are provided to the Board for review. If the Board has any questions, they will direct senior staff regarding any minutes or committee concerns.

C. Facilities Update

D. Executive Director's Report

IV. Consent Agenda Items

A. Background

B. Consent Items

C. Lopez made a motion to move the consent agenda.

S. Mendoza seconded the motion.

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

Roll Call

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

V. Items Scheduled For Action

A.

Bert Corona Academic Achievement Plan

C. Lopez made a motion to approve the Bert Corona Academic Achievement Plan.
C. Vaquerano seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. YPICS FY17-18 Unaudited Actuals

C. Lopez made a motion to approve the YPICS FY 17-18 Unaudited Actuals.
S. Mendoza seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. YPICS FY18-19 August Financials

C. Vaquerano made a motion to approve the YPICS FY18-19 August financials and check registers as submitted.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

VI. Closed Session

A. Matters to be discussed are those permitted by Government Code Section 54956

The Board moved into Closed Session at 6:47 PM.

VII. Open Session

A. Items Scheduled for Action

Open Session reconvened at 7:14 PM.

The Board directed and gave guidance to the attorneys.

VIII. 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 7:59 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

LAUSD Charter Schools Division Oversight Process

Section: III. Items Scheduled For Information
Item: A. LAUSD Charter Schools Division Oversight Process
Purpose: FYI
Submitted by:
Related Material: 18-19 Board Brief LAUSD Charter Schools Division oversight process .pdf



YPI CHARTER SCHOOLS

November 5, 2017

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: LAUSD Charter Schools Division Oversight Process

BACKGROUND

The LAUSD Charter Schools Division (CSD) conducts yearly oversight visits and formal reviews of the instructional and operational practices of all District-authorized charter schools. All charter schools contribute a percentage of their operating revenue to the District for this purpose as required by law.

ANALYSIS

The LAUSD Charter Schools Division conducts performance-based oversight aligned to the California Charter Schools Act and includes four categories and a sub-category: 1) Governance Documentation, 2) Student Achievement and Educational Performance Documentation, 3) Organizational Management, Programs, and Operations Documentation, 3A) Documentation of Compliance with DOJ and TB clearance, credentialing, ESSA requirements, and Mandated Reporter Training Requirements, etc., and 4) Fiscal Operations.

“Category 1, Governance” specifically reviews the ways in which the Board of Directors fulfill its fiduciary responsibility to effectively direct and provide oversight of the YPICS. As part of this responsibility, the Board is asked to monitor and review all documents that demonstrate that the schools comply with all applicable laws. The YPICS Board will review all documentation and the Board President will sign off on items as “compliant” or “non-compliant”. The certification document, board agenda and minutes from the meeting at which the documents are certified will be compiled and sent to the District no later than January 11, 2019.

Additionally, by the end of each school’s 7th week of school, each school site administrator must submit certification confirming the school’s implementation of safety measures at the beginning of the school year. This beginning of the school year certification by each school administrator informs the YPICS Board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public.

The entire certification document, with only the school administrator's columns completed, along with the administrator's signature, are due to the LAUSD Charter Schools Division by the end of the 7th week of school. All YPICS documentation, which included Suicide Prevention Training for all secondary school personnel was submitted timely.

The oversight visit dates for each site are listed below:

Monseñor Oscar Romero Charter School:	Tuesday, February 26, 2019
Bert Corona Middle School:	Thursday, March 17, 2019
Bert Corona Charter High School:	Wednesday, April 3, 2019

RECOMMENDATION

This is an information item and no action is required.

Coversheet

Board Review the Brown Act Training Notes

Section: III. Items Scheduled For Information
Item: B. Board Review the Brown Act Training Notes
Purpose: FYI
Submitted by:
Related Material: Youth Policy Institute Charter Schools Brown Act 102617-4.ppt



YOUNG, MINNEY & CORR, LLP



Youth Policy Institute Charter Schools: Brown Act Training

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

THE CHARTER LAW FIRM



1. Types of Meetings

Agenda Reference:

EMERGENCY MEETING



1. Types of Meetings

Concern/Correction:

Types of Meetings:

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



2. Remote Participation

Agenda Reference:

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



2. Remote Participation

Concern/Correction:

Basic Requirements if Any Board Member Participates by Telephone:

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



2. Remote Participation

Concern/Correction:

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



3. Public participation Instructions

Agenda Reference:

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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



3. Public participation Instructions

Concern/Correction:

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

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

3. Public participation Instructions



Agenda Reference:

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



3. Public participation Instructions

Concern/Correction:

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

3. Public Participation Instructions



Agenda Reference:

Disability Access

4. Disability Access



Concern/Correction:

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

4. Attendance donation



Agenda Reference:

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



4. Attendance donation

Concern/Correction:

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

5. Public Access



Agenda Reference:

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

5. Public access



Concern/Correction:

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

6. Preliminary Items



Agenda Reference:

A. Board Decision Whether to Add Agenda Items

6. Preliminary Items



Concern/Correction:

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

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



7. Communications

Agenda Reference:

A. For Information: Executive Director's Report

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

B. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.



7. Communications

Concern/Correction:

See previous concern/correction.



8. Consent Agenda Items

Agenda Reference:

CONSENT AGENDA ITEMS



8. Consent Agenda Items

Concern/Correction:

Trick question, no concern. 😊

9. Items Scheduled for Action/Information



Agenda Reference:

A. New Phone System



9. Items Scheduled for Action/Information

Concern/Correction:

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

9. Items Scheduled for Action/Information



Agenda Reference:

B. Real Property Acquisition

9. Items Scheduled for Action/Information



Concern/Correction:

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



9. Items Scheduled for Action/Information

Agenda Reference:

C. Board Policy XXX, Sexual Harassment: First Reading

9. Items Scheduled for Action/Information



Concern/Correction:

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

9. Items Scheduled for Action/Information



Agenda Reference:

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



9. Items Scheduled for Action/Information

Concern/Correction:

Serial meetings are prohibited. Serial meetings occur when:

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

9. Items Scheduled for Action/Information



Agenda Reference:

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

9. Items Scheduled for Action/Information



Concern/Correction:

Brown Act generally applies to subsidiary committees:

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

9. Items Scheduled for Action/Information



Concern/Correction (Part 2):

Exceptions to the General Rule for Committees:

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



10. Closed Session

Agenda Reference:

A. Layoffs



10. Closed Session

Concern/Correction:

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

10. Closed Session



Agenda Reference:

B. Personnel



10. Closed Session

Concern/Correction:

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

10. Closed Session



Agenda Reference:

C. Public Employee: Performance Evaluation

V. Closed Session



Concern/Correction:

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

10. Closed Session



Agenda Reference:

D. Conference with Legal Counsel – Pending Litigation

10. Closed Session



Concern/Correction:

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

10. Closed Session



Agenda Reference:

E. Approval of Executive Director Contract

10. Closed Session



Concern/Correction:

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



10. Closed Session

Agenda Reference:

F. Contract Between School and Independent Contractor for Accounting Services



10. Closed Session

Concern/Correction:

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



10. Closed Session

Agenda Reference:

G. Consideration of Student Expulsion



10. Closed Session

Concern/Correction:

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



10. Closed Session

Agenda Reference:

H. Complaint Against Employee



10. Closed Session

Concern/Correction:

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



YOUNG, MINNEY & CORR, LLP

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



**QUESTIONS AND
RESPONSES**

**THANKS FOR
ATTENDING TODAY!**

SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

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

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

Coversheet

Committee/ Council Reports

Section: III. Items Scheduled For Information
Item: C. Committee/ Council Reports
Purpose: FYI
Submitted by:
Related Material: Role of the Academic Excellence Committee YPICS (1).pdf
High_School_-_NWEA_Maps_Fall_2018_Math_Baseline.pdf
High_School_-_NWEA_Maps_Fall_2018_Reading_Baseline.pdf
Middle_Schools_NWEA_Maps_Fall_2018_Math_Baseline.pdf
Middle_Schools_NWEA_Maps_Fall_2018_Reading_Baseline.pdf
Academic_Execellence_Committee.pdf



Role of the Academic Excellence Committee

Duties

The main purpose of the Academic Excellence Committee is to measure the academic results of the organization against the goals laid out in the organization's charter, accountability plan, and annual EXECUTIVE DIRECTOR goals. In one sense, the Academic Excellence Committee is similar to the Finance Committee: both exist to monitor performance against stated goals. For the Finance Committee, this means measuring financial results against the budgeted goals. For the Academic Excellence Committee, this means measuring organizational outcomes against stated goals for metrics such as:

- Performance on state tests
- Performance on nationally-normed standardized tests (e.g., the SBAC, SAT 10, etc.)
- Performance on interim assessments (e.g., NWEA Maps, SBAC Benchmarks, the DIBELS, or interim assessments created by the school)
- Attendance
- Surveys of family or staff satisfaction
- Student and staff retention

The overall role of the Academic Excellence Committee is to ensure that:

- The board and EXECUTIVE DIRECTOR have a clear and shared definition of “academic excellence” for the organization. (It should be written down and understood by all trustees.)
- The board and EXECUTIVE DIRECTOR have a clear and shared sense of how well the organization is currently performing in reaching that definition of excellence.
- The board and EXECUTIVE DIRECTOR agree on what the next steps the organization will take in order to reach that goal of excellence.
- All trustees understand the promises in the charter and accountability plan and understand how well the organization is currently performing against those promises.
- All trustees understand what standardized assessments the school administers, what each one assesses, when each one is administered, and how the data from each is used to inform teaching and programmatic changes.

- The board and EXECUTIVE DIRECTOR have a clear and structured process for updating the board on the organization’s performance on key academic outcomes on a regular basis (at least four times per year).
- When academic-outcome data is presented to the board, it is presented in a comparative context (e.g., against comparables of how the organization has performed in the past, how other schools in the area have performed, and how other high performing schools have performed) so that trustees can assess the organization’s overall strength of performance meaningfully.
- Work with Executive Director to provide board training, as necessary, to understand how the organization is achieving the board approved goals.

	EXECUTIVE DIRECTOR Role	Committee Role
Goal Setting	<ul style="list-style-type: none"> • Develop goals/timeline for reporting on progress towards academic goals and propose them to the committee for discussion and feedback • Present finalized goals/reporting timeline to the full board for approval 	<ul style="list-style-type: none"> • Review EXECUTIVE DIRECTOR’s proposed goals/reporting timeline • Ask questions to ensure that the goals are (1) ambitious and (2) achievable. (These judgments are made relative to the organization’s charter promises, other schools’ performances, the organization’s own past performance.) • Recommend finalized goals/reporting timeline to the full board for approval; ensure that all trustees understand goals
Progress Monitoring	<ul style="list-style-type: none"> • Present the committee with data to assess progress towards goals on the agreed upon timeline • Present updates on data to full board on agreed upon timeline 	<ul style="list-style-type: none"> • Review data to assess progress towards goals on agreed-upon timeline • Ask probing questions to better understand the data and help the EXECUTIVE DIRECTOR to be thoughtful about the data • Help EXECUTIVE DIRECTOR to frame data for presentation

		to the full board
Instructional Decision Making	<ul style="list-style-type: none"> Select and implement curricula, training, and materials necessary for successful instruction 	<ul style="list-style-type: none"> Sounding board for EXECUTIVE DIRECTOR's ideas on how to improve instructional practices and curricula based on student performance data
Staff Oversight	<ul style="list-style-type: none"> Hire and train all staff Oversee and evaluate all staff 	<ul style="list-style-type: none"> Ensure that EXECUTIVE DIRECTOR has created and implemented staff evaluation and feedback procedures Monitor results through annual/biannual staff surveys and through staff retention data

What the Academic Excellence Committee Should Not Do

One of the biggest pitfalls for Academic Excellence Committees is to engage over *inputs*—the means by which the organization pursues its mission—rather than *outcomes*—the objective data used to assess how well the organization is meeting its mission. Inputs are management level issues, which should be handled by the EXECUTIVE DIRECTOR. Outcomes are what the board should be focused on and governing towards. The best Academic Excellence Committees help EXECUTIVE DIRECTORS set clear goals for the year of outcomes that are related to the mission and then set up checkpoints throughout the year (likely two to four), at which they meet with the EXECUTIVE DIRECTOR to monitor progress towards those goals.

Other activities Academic Excellence Committees should NOT be involved in:

- Evaluating teachers
- Selecting, designing, or reviewing the quality of curricula
- Planning professional development for teachers
- Interacting with teachers or other staff members on a regular basis (i.e., daily or weekly)
- Interacting with families or students on a regular basis (i.e., daily or weekly)

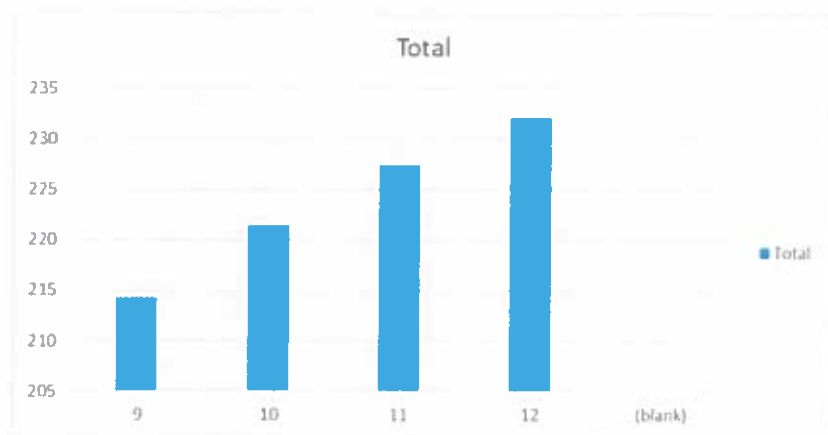
- Presenting themselves as an outlet for staff, family, or student complaints or concerns that have not first been formally addressed to the EXECUTIVE DIRECTOR **Committee Membership** While it can be useful for some members of the Academic Excellence Committee to have a background in education, it is by no means necessary in order to be an effective committee member. Many effective Academic Excellence Committees do not have educators on the committee. We find that the key functions of the committee—helping the EXECUTIVE DIRECTOR to set ambitious goals and then monitoring data to assess progress towards those goals—are often well met by people with strong analytical skills; these people need not be educators. **What questions should the committee be asking?**
- What is the ultimate goal of our organization? (must be measurable)
- How we will know, on an annual basis, that our students are making progress towards this goal?
- How will we know during the course of the year that our students are making progress towards our annual goals?
- When will the board receive updates on students’ academic progress this year?
- What data will the board receive at each of these check-in points?
- What results does the EXECUTIVE DIRECTOR expect to see at each check-in point that would tell us we are on track to meet our annual goals?
- Is there an evaluation/feedback process in place for all staff members under which they receive a formal written evaluation, based on clear criteria, at least once per year?
- In addition, see the list of questions in the “Smart Questions about Assessment Data” document, as well.

BCHS

Fall Math Baseline

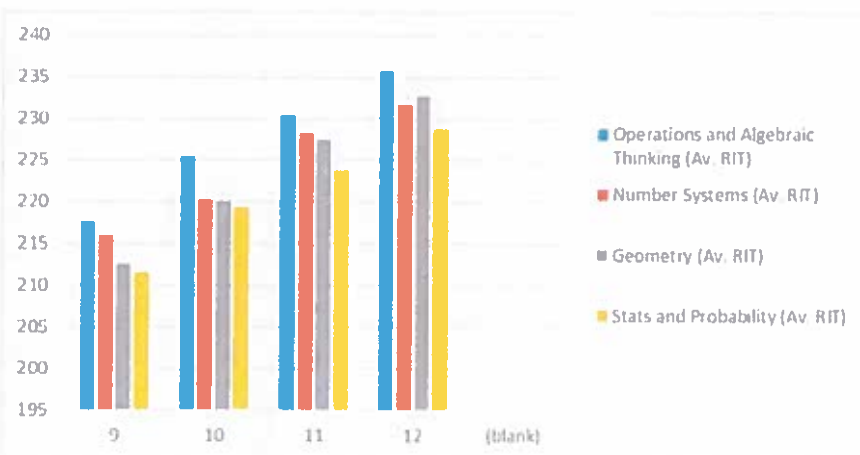
NWEA MAPs

Average Math RIT Scores for Fall Baseline



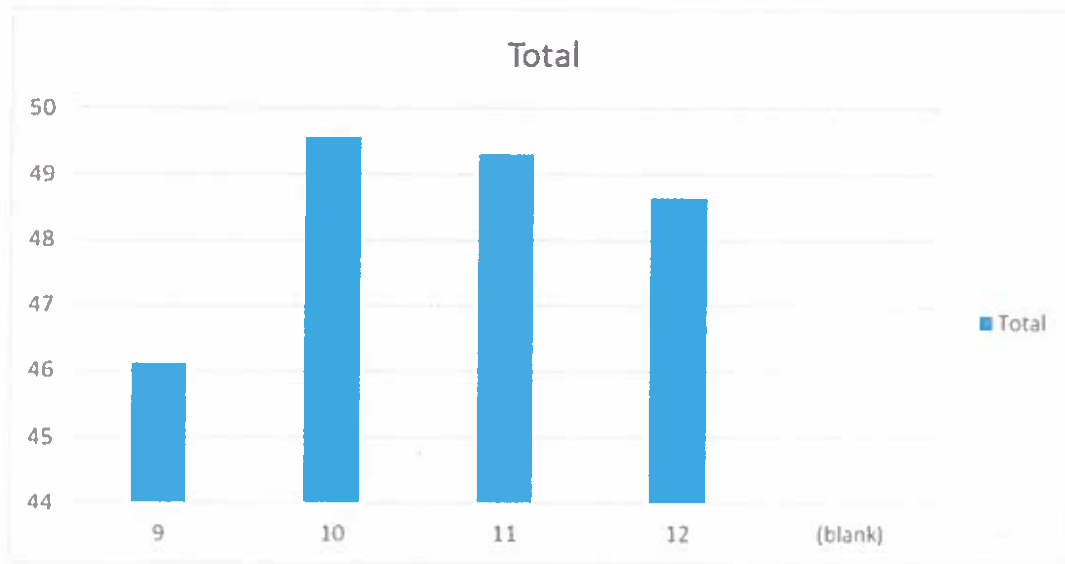
Overall, it's exciting to see that our math scores grow over time: when students enter BCHS as 9th graders, they typically score much lower than when they leave us as 12th graders. This holds true as an overall average and for all of our goal areas. In looking at our RIT scores by goal area, our students consistently score the highest in Operations and Algebraic Thinking and the lowest in Statistics and Probability. This low performance in Stats and probability is a trend we see starting in 6th grade that continues through our high schools. This could be a great topic for conversation at a professional development meeting or during a math department meeting. Additionally, our students with special needs don't seem to grow a quite the same rate as our general education population, so I would recommend focusing on this growth and in strategic areas with Mr. Nutt and the resource team.

Fall Math RIT by Goal Area



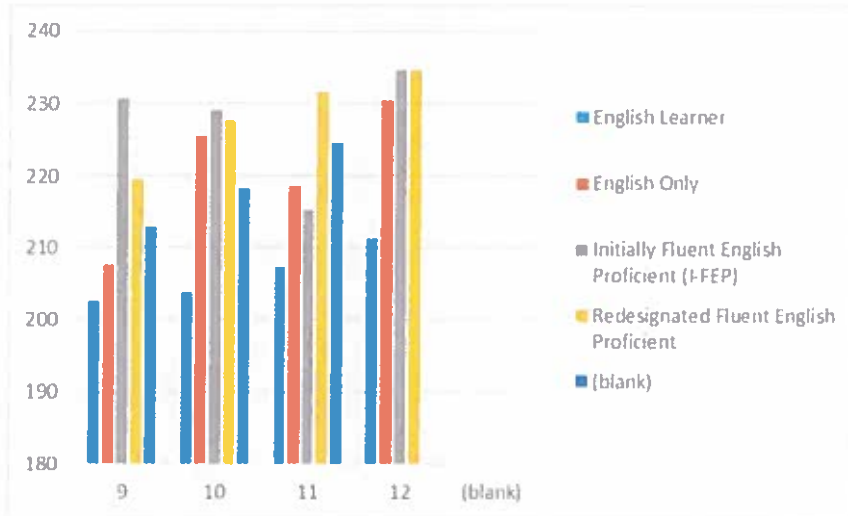
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Math Overall Percent Correct

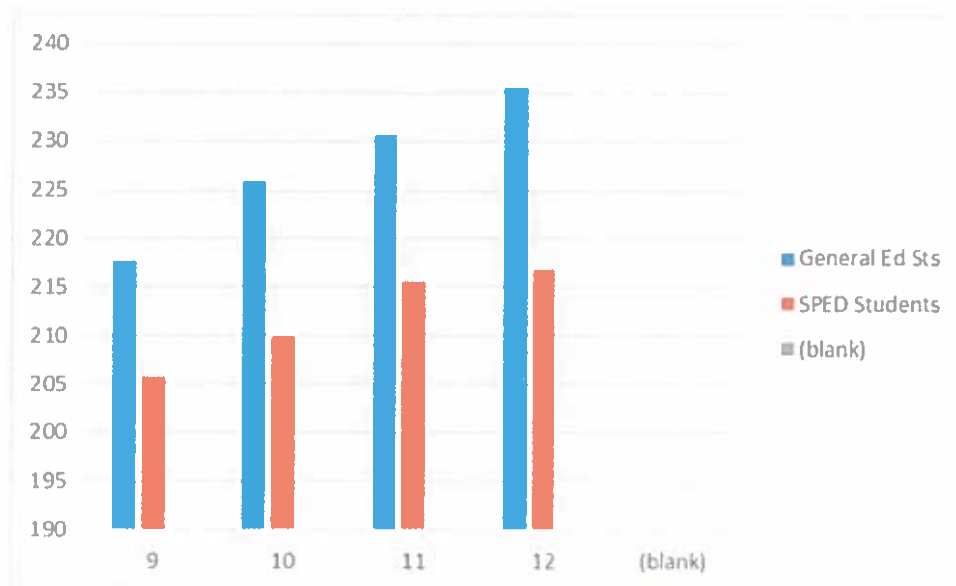


SUBGROUPS

Average Math RIT Scores for Fall Baseline-English Learners



Average Math RIT Scores for Fall Baseline-SPED

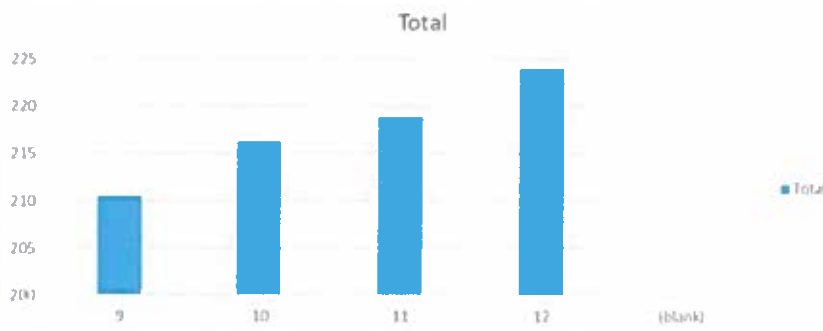


BCHS

Fall Reading Baseline

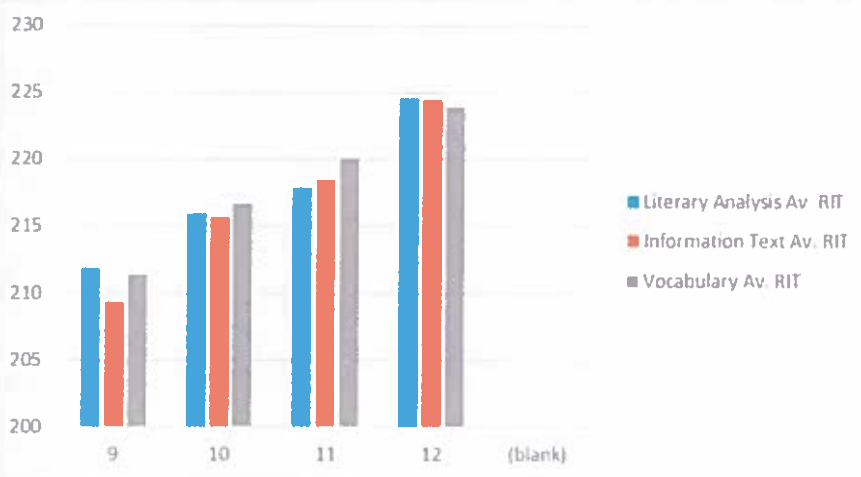
NWEA MAPs

Average Reading RIT Scores for Fall Baseline



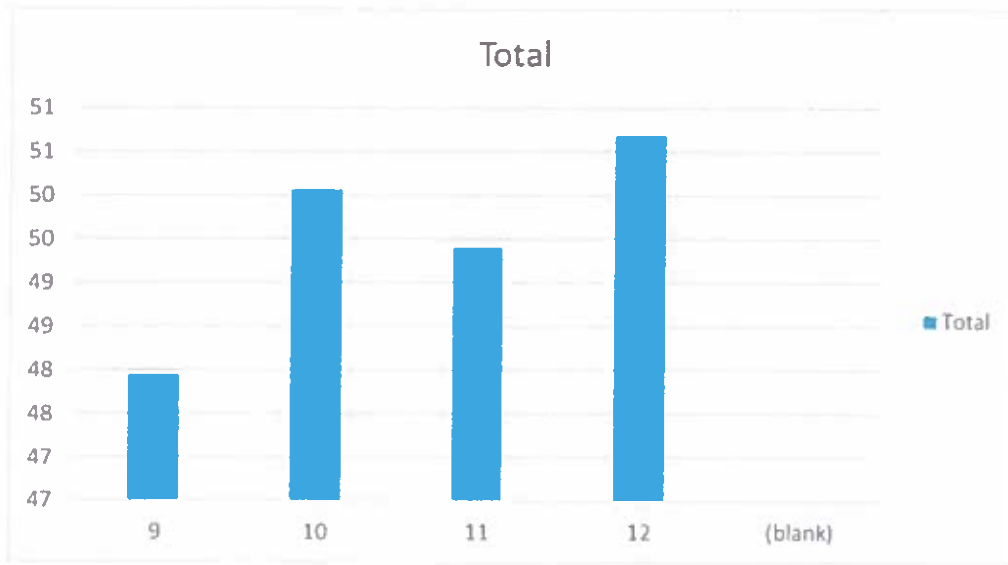
Overall, it's exciting to see that our reading scores grow over time: when students enter BCHS as 9th graders, they typically score much lower than when they leave us as 12th graders. This holds true as an overall average and for all of our goal areas. In looking at our RIT scores by goal area, our students consistently score the highest in vocabulary; the outlier this year is our 12th graders, who scored the highest in literary analysis. To continue to track growth and progress, I would recommend professional development that makes connections between these goal areas and mastery in the classroom assessments. PD could also include using this (and other data) to make decisions about their lessons and what standards should be areas of focus during instruction and practice during class.

Fall Reading RIT by Goal Area



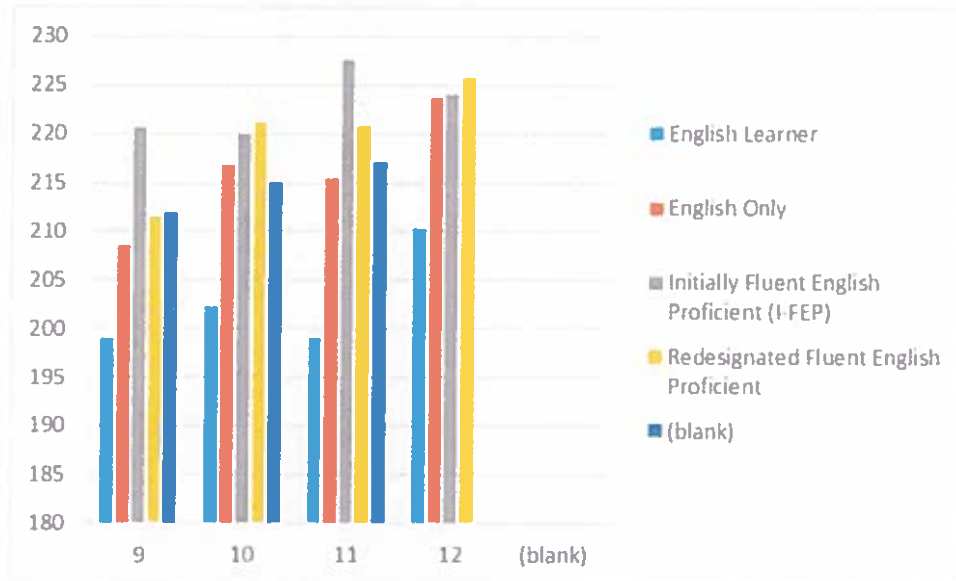
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Reading Overall Percent Correct

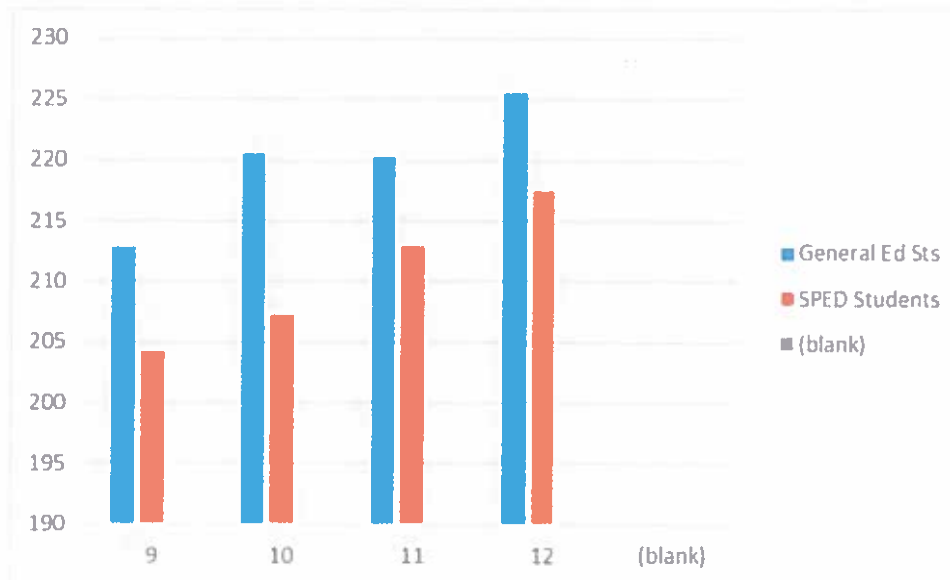


SUBGROUPS

Average Reading RIT Scores for Fall Baseline-English Learners



Average Reading RIT Scores for Fall Baseline-SPED

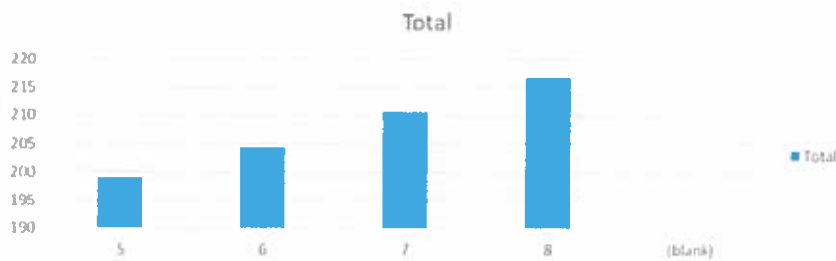


BCCS

Fall Math Baseline

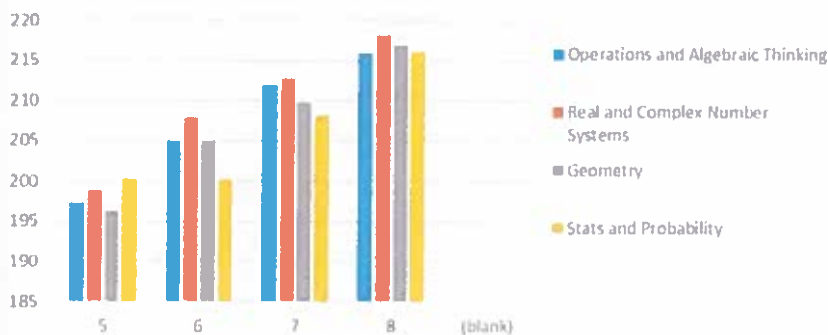
NWEA MAPs

Average Math RIT Scores for Fall Baseline



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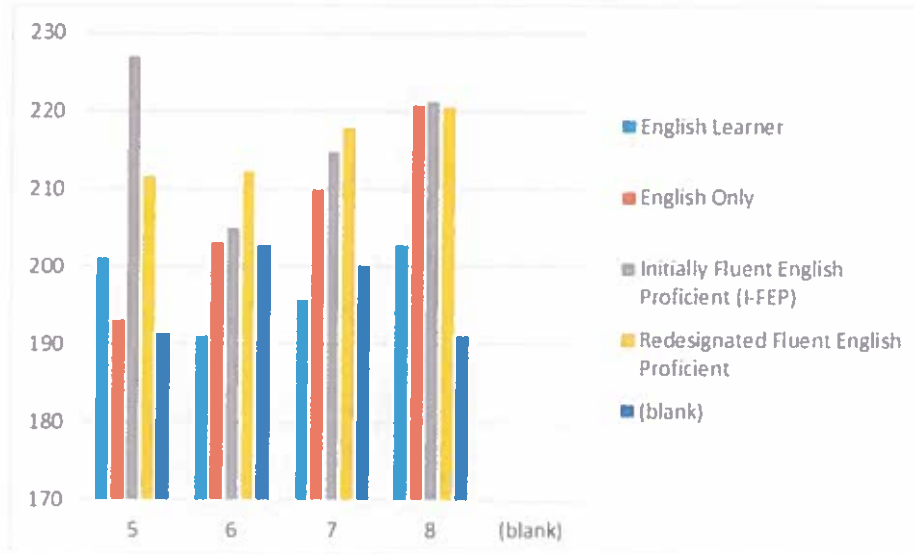
Fall Math RIT by Goal Area



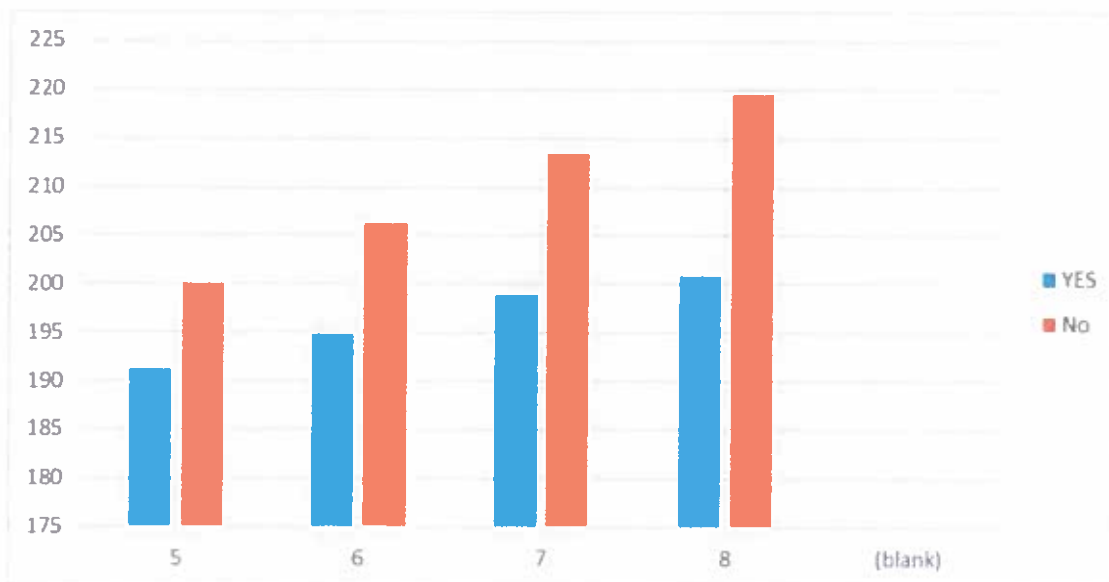
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SUBGROUPS

Average Math RIT Scores for Fall Baseline-English Learners

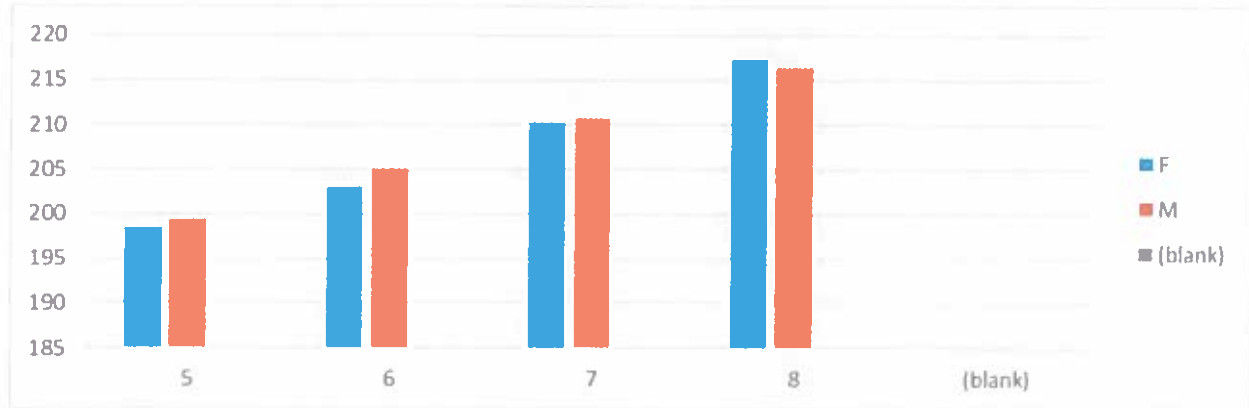


Average Math RIT Scores for Fall Baseline-SPED

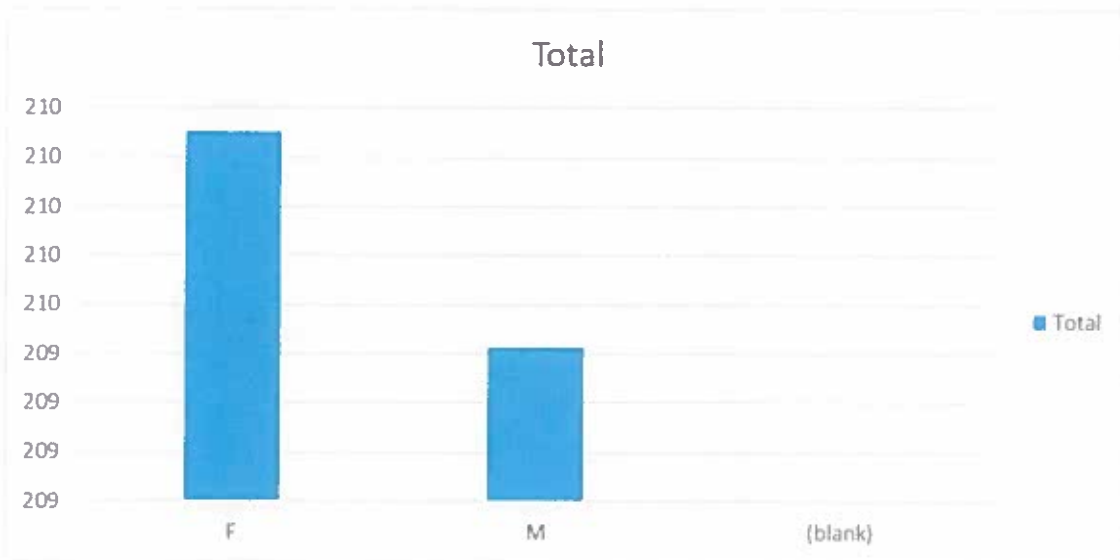


SUBGROUPS

Average Math RIT By Gender in Each Grade Level:

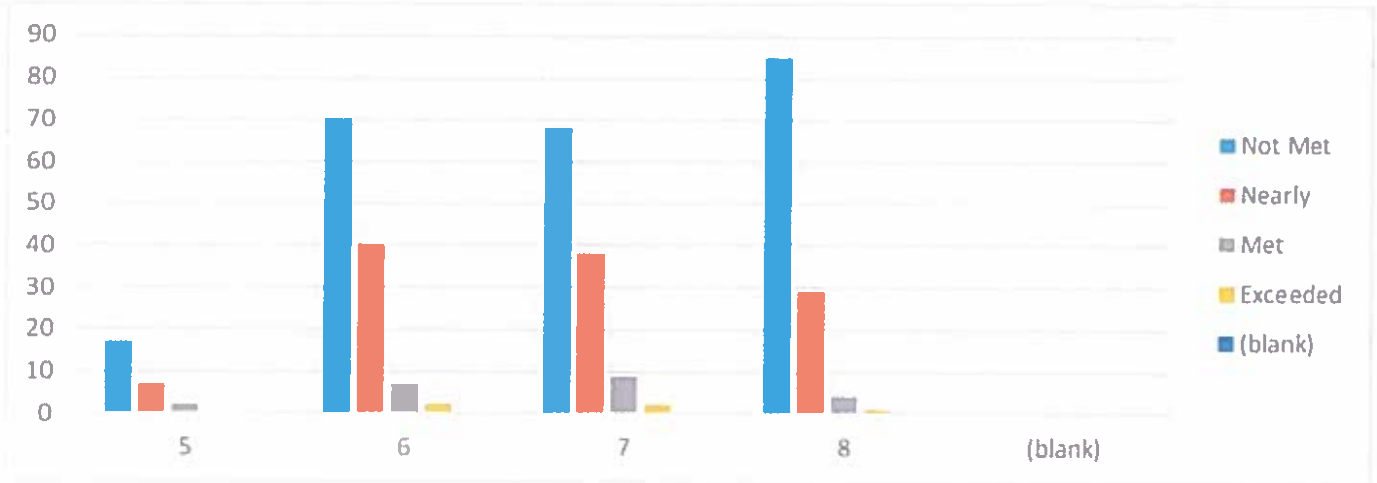


Overall Average Math RIT By Gender:



SBAC

Projected Proficiency



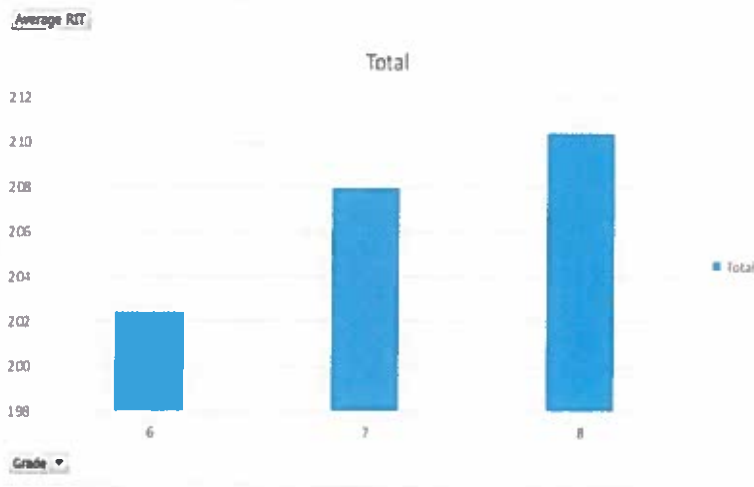
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MORCS

Fall Math Baseline

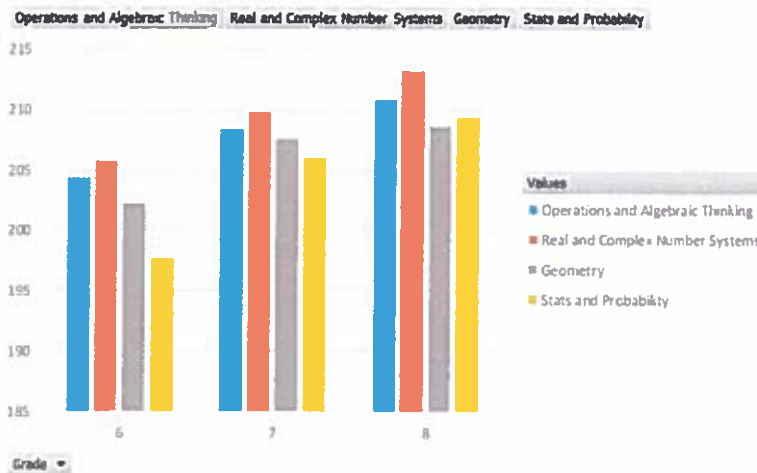
NWEA MAPs

Average Math RIT Scores for Fall Baseline



Overall, it's exciting to see that our math scores grow over time: when students enter MORCS as 6th graders, they typically score much lower than when they leave us as 8th graders. This holds true as an overall average and for all of our goal areas. In looking at our RIT scores by goal area, our students consistently score the highest in The Real and Complex Number System and the lowest in Statistics and Probability. Based on our results from this year's baseline, our 8th graders aren't scoring much higher than our 7th graders in Geometry. This may be an indicator that our 7th grade teachers need to focus a bit more on the Geometry standards, or that our current 8th grade class has a deficit that the 8th grade math teacher needs to focus on. This would be a great discussion for our site based academic leadership team and our math teachers. Furthermore, since there is no area in which our students are currently scoring "at grade level," I would recommend looking at the SBAC blueprint to determine areas of focus, then continue to use the MAP test through the year to track progress.

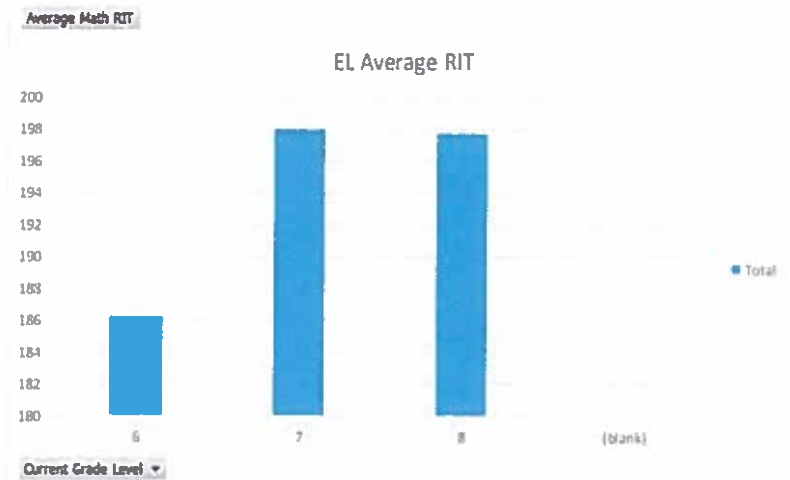
Fall Math RIT by Goal Area



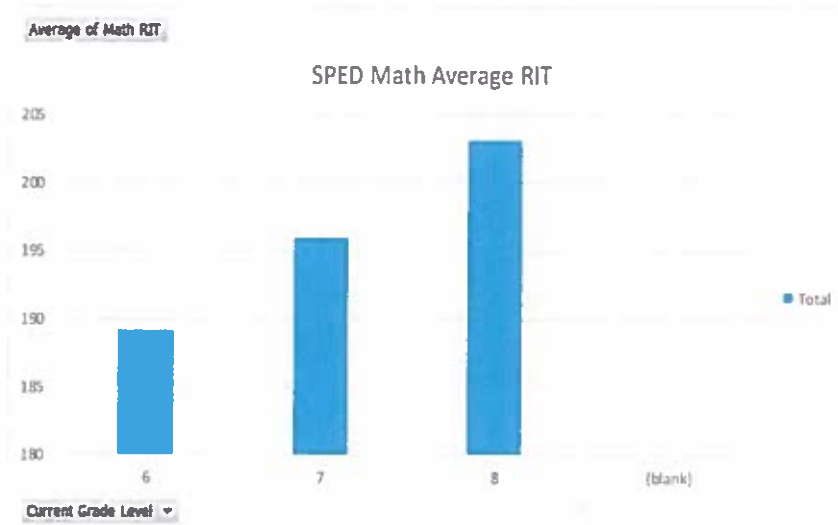
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SUBGROUPS

Average Math RIT Scores for Fall Baseline-English Learners

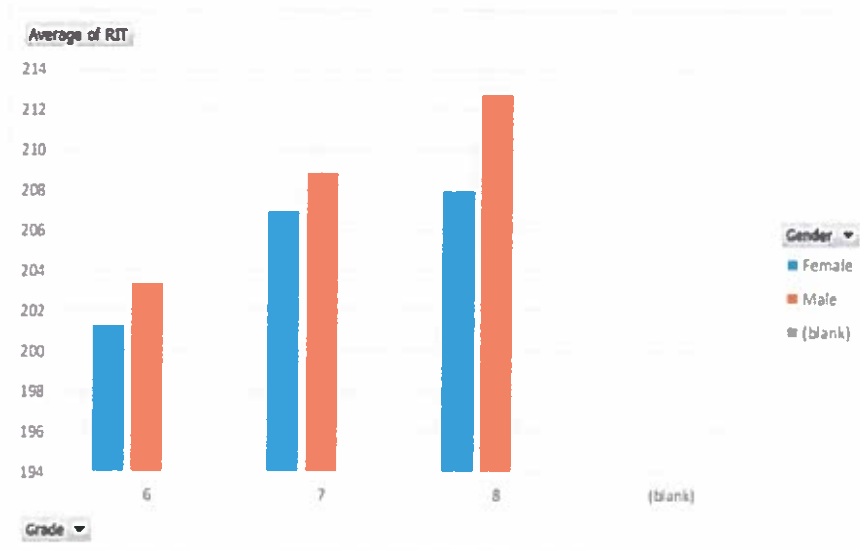


Average Math RIT Scores for Fall Baseline-SPED

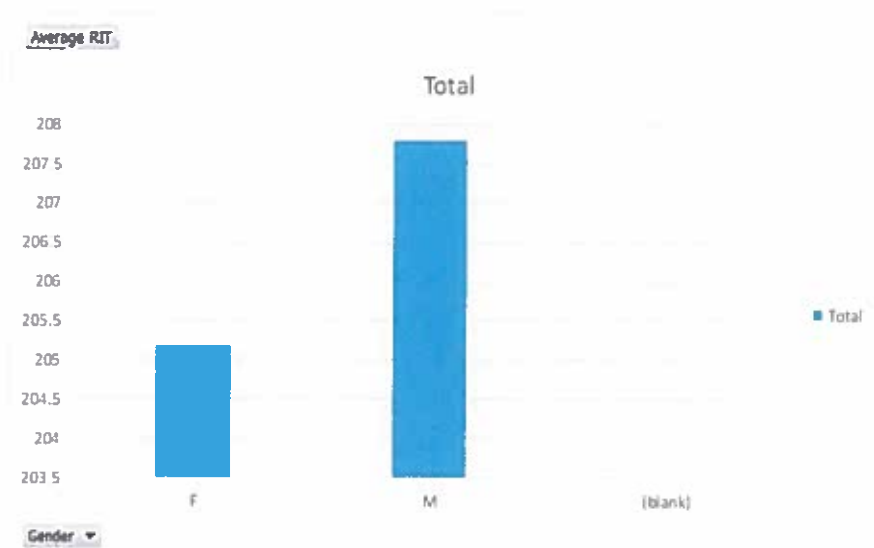


SUBGROUPS

Average Math RIT By Gender in Each Grade Level:

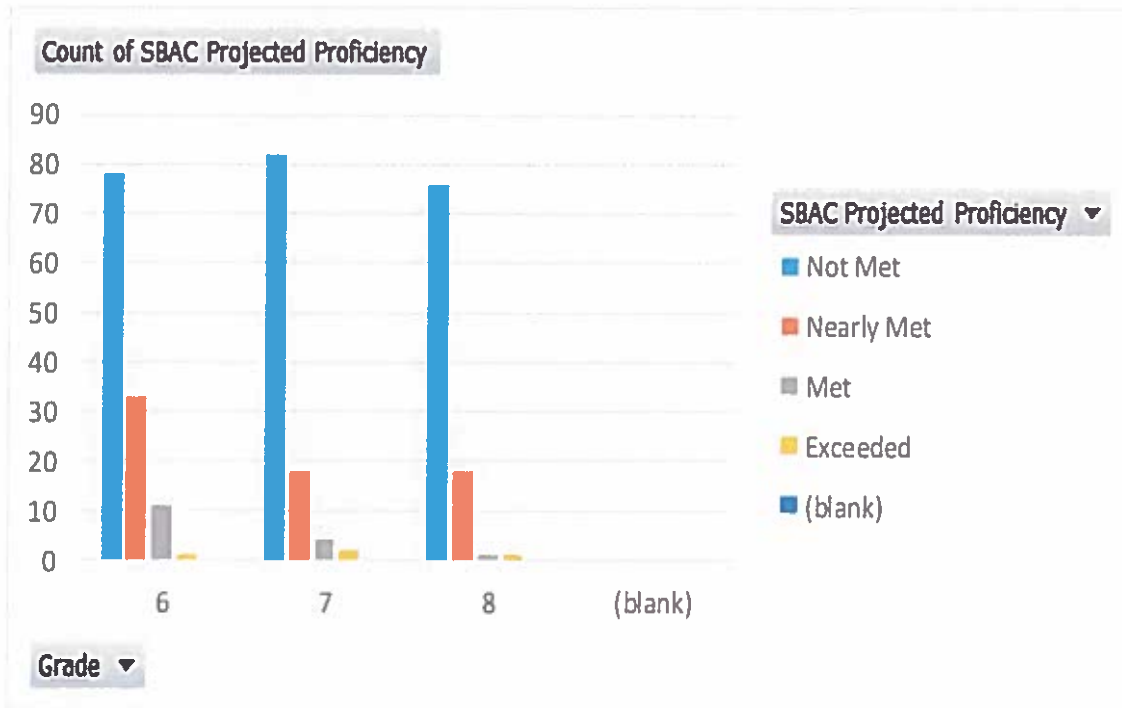


Overall Average Math RIT By Gender:



SBAC

Projected Proficiency



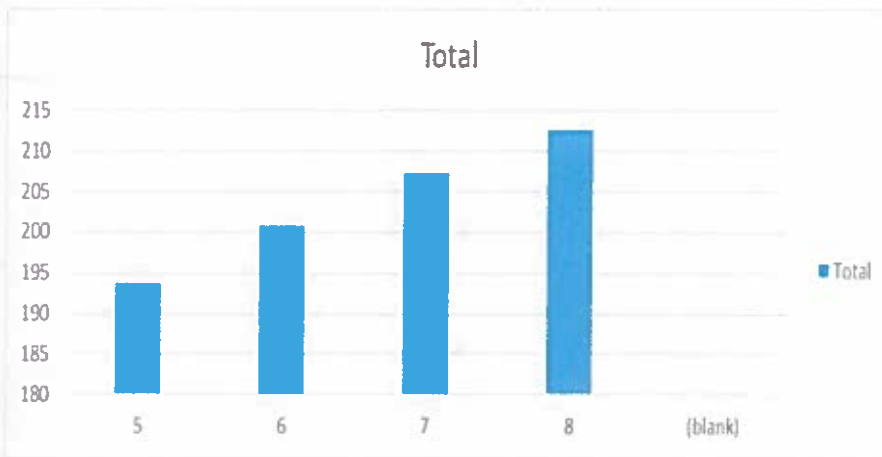
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BCCS

Fall Reading Baseline

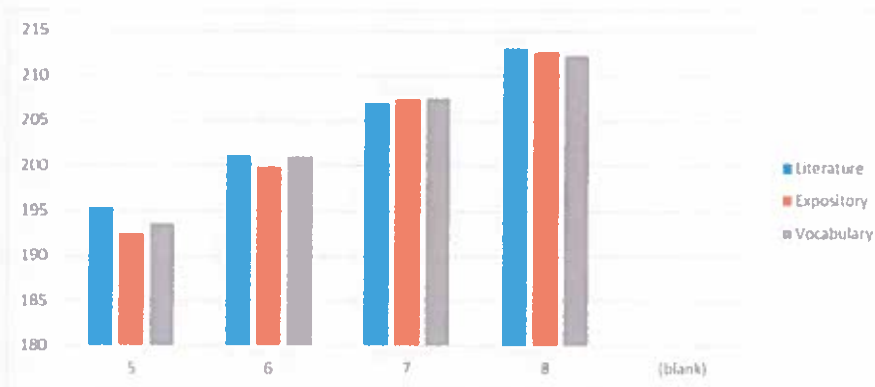
NWEA MAPs

Average Reading RIT Scores for Fall Baseline



Overall, it's exciting to see that our math scores grow over time: when students enter BCCS as 5th graders, they typically score much lower than when they leave us as 8th graders. This holds true as an overall average and for all of our goal areas. In analyzing our goal areas, there is an overall strength in literature and literary analysis. I would recommend a focus on expository text, specifically school goals focused on A3K completion and lexile growth. Additionally, PD on making connections between literature and expository texts would be beneficial. This group of 6th graders is coming in with significant deficits in reading. We will need to focus on our use of the SFA program and on our use of SFA reading strategies across the other classes. Since there is no area in which our students are currently scoring "at grade level," I would recommend looking at the SBAC blueprint to determine areas of focus, then continue to use the MAP test through the year to track progress.

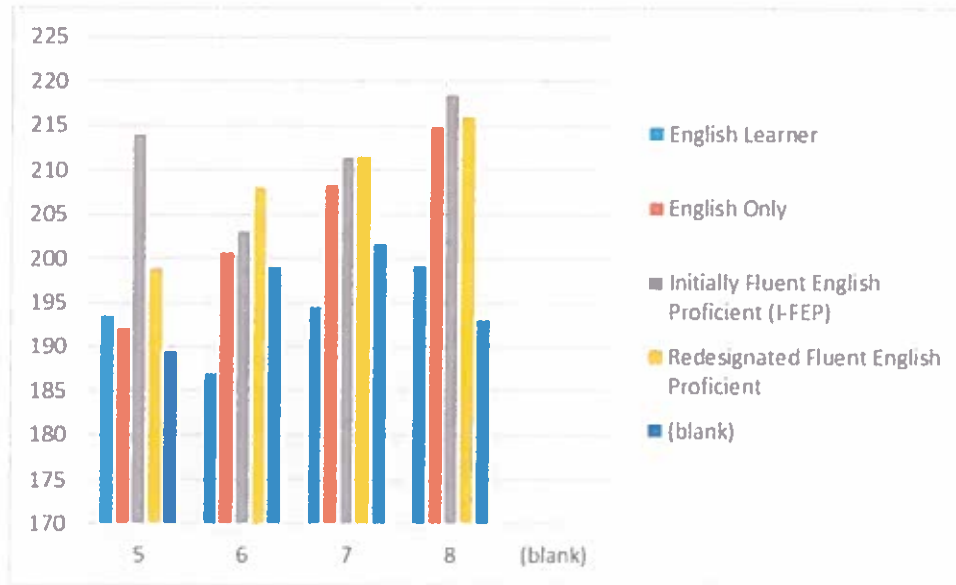
Fall Reading RIT by Goal Area



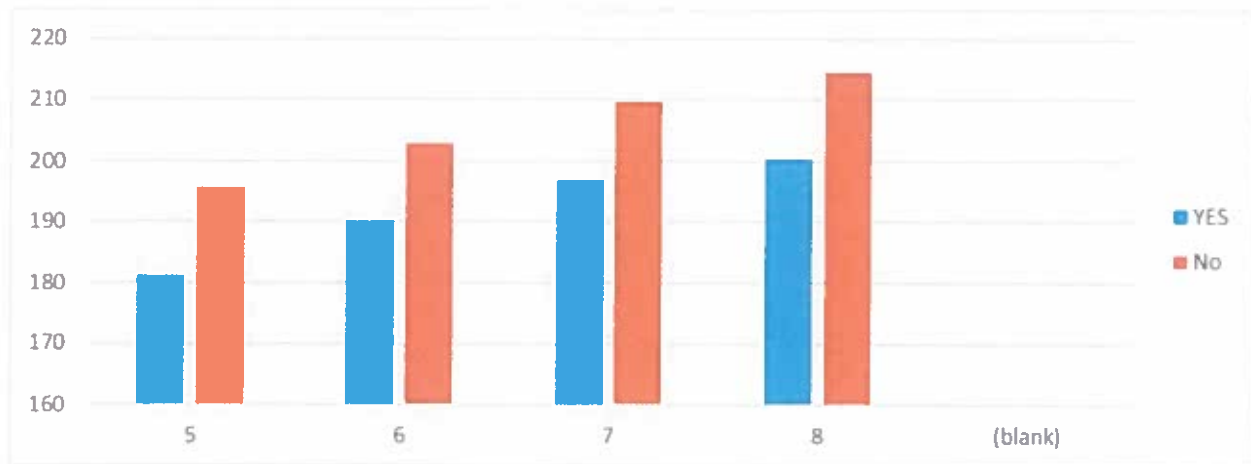
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SUBGROUPS

Average Reading RIT Scores for Fall Baseline-English Learners

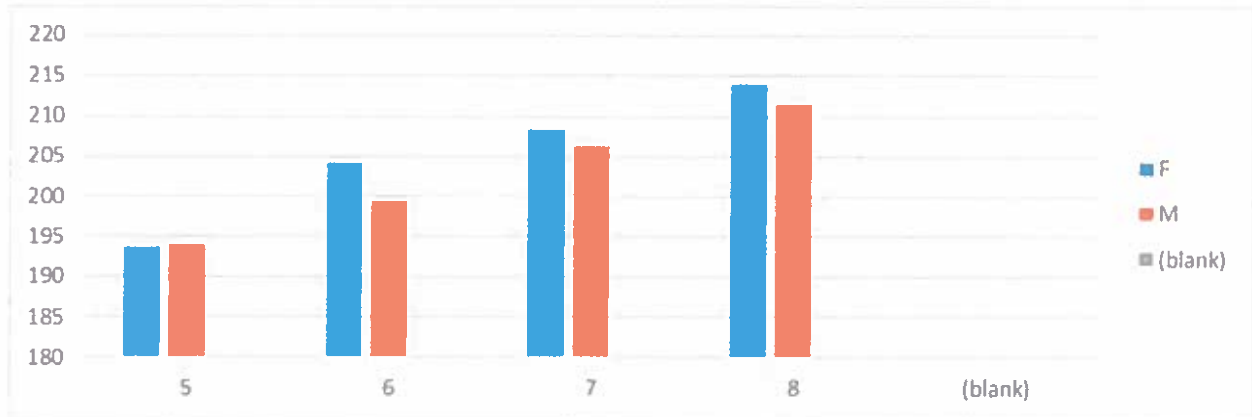


Average Reading RIT Scores for Fall Baseline-SPED

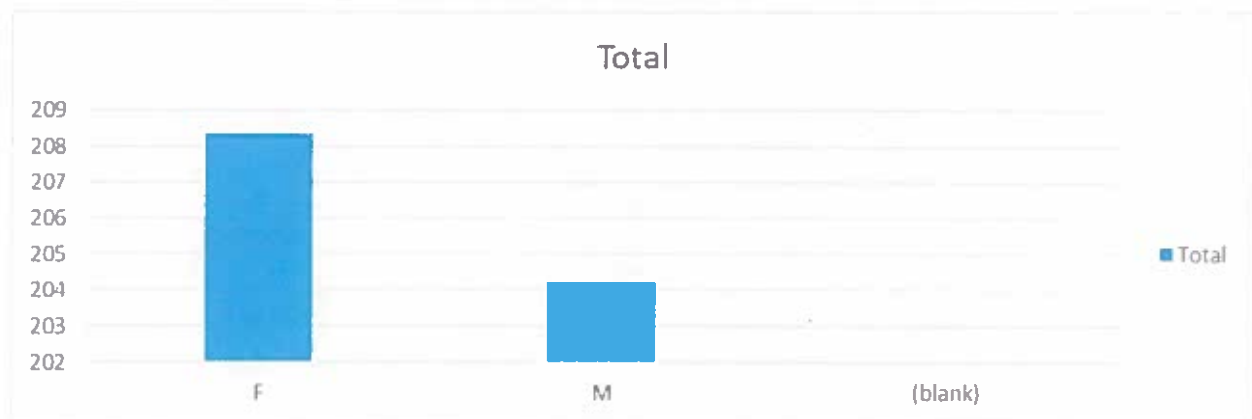


SUBGROUPS

Average Reading RIT By Gender in Each Grade Level:

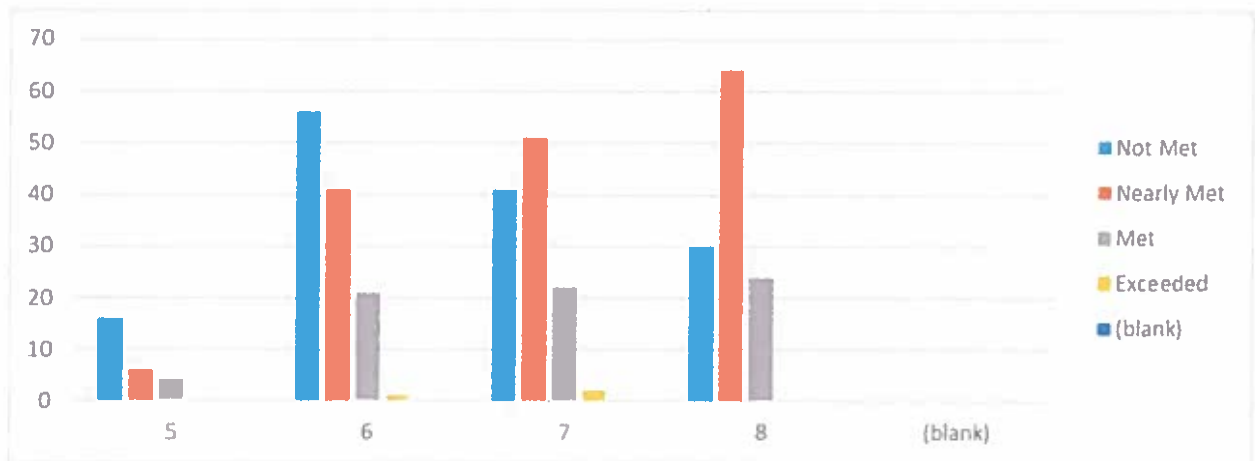


Overall Average Reading RIT By Gender:



SBAC

Projected Proficiency



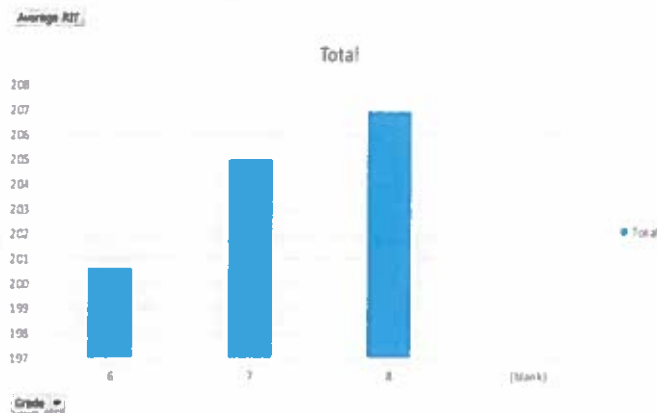
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MORCS

Fall Reading Baseline

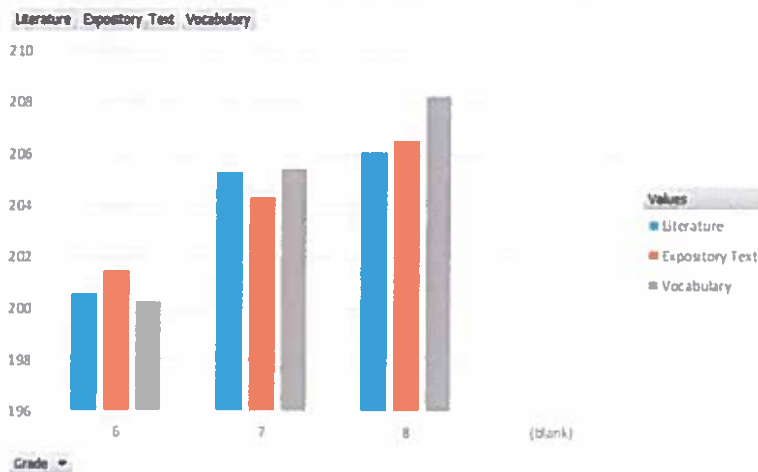
NWEA MAPs

Average Reading RIT Scores for Fall Baseline



Overall, it's exciting to see that our math scores grow over time: when students enter MORCS as 6th graders, they typically score much lower than when they leave us as 8th graders. This holds true as an overall average and for all of our goal areas. In looking at our RIT scores by goal area, it's exciting to see that our 8th graders have grown significantly in vocabulary. This is a tribute to Mr. Rosenberg, their 7th grade math teacher; he focused heavily on vocabulary during the 7th grade year. This group of 6th graders is coming in with significant deficits in reading. We will need to focus on our use of the SFA program and on our use of SFA reading strategies across the other classes. Since there is no area in which our students are currently scoring "at grade level," I would recommend looking at the SBAC blueprint to determine areas of focus, then continue to use the MAP test through the year to track progress.

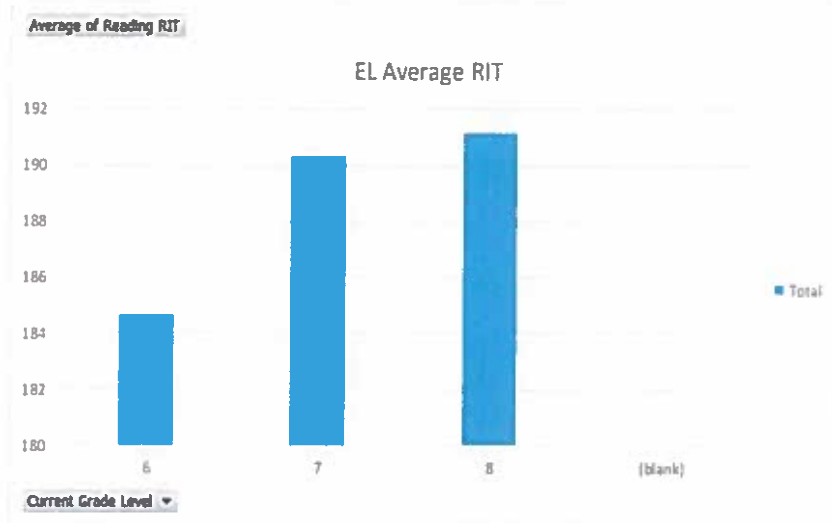
Fall Reading RIT by Goal Area



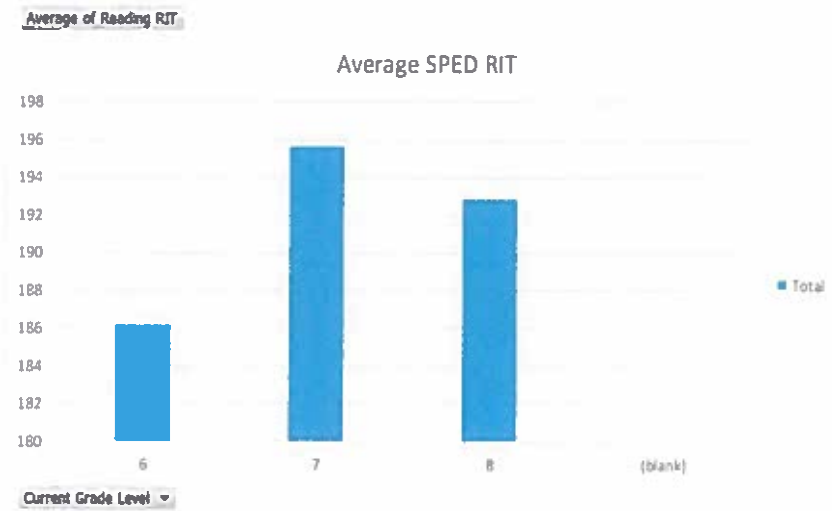
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SUBGROUPS

Average Reading RIT Scores for Fall Baseline-English Learners

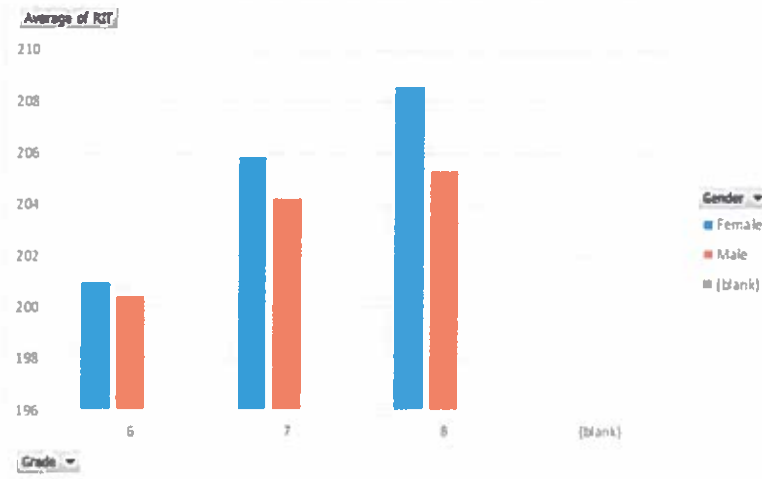


Average Reading RIT Scores for Fall Baseline-SPED

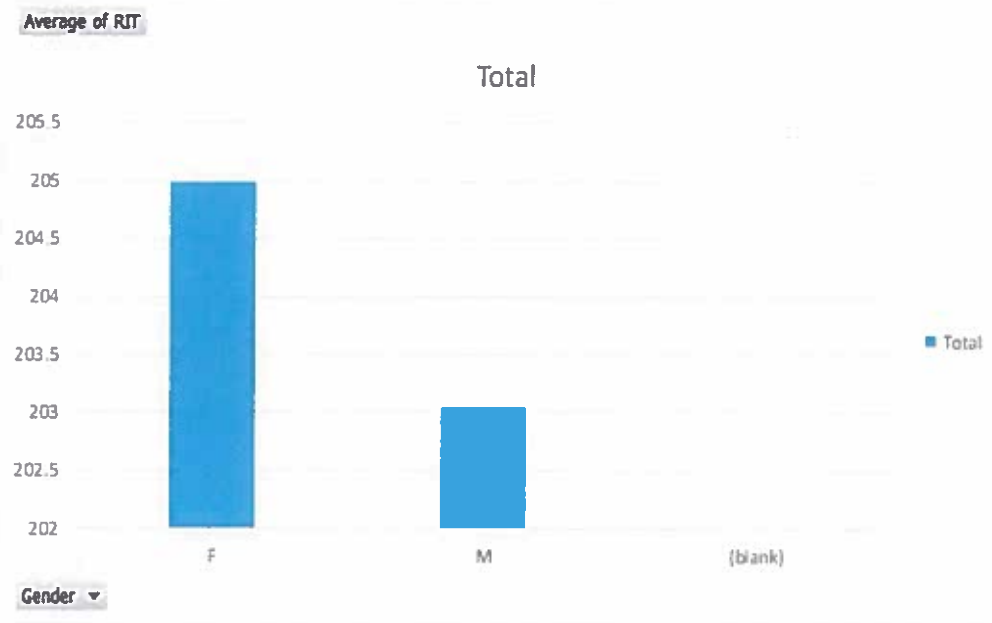


SUBGROUPS

Average Reading RIT By Gender in Each Grade Level:

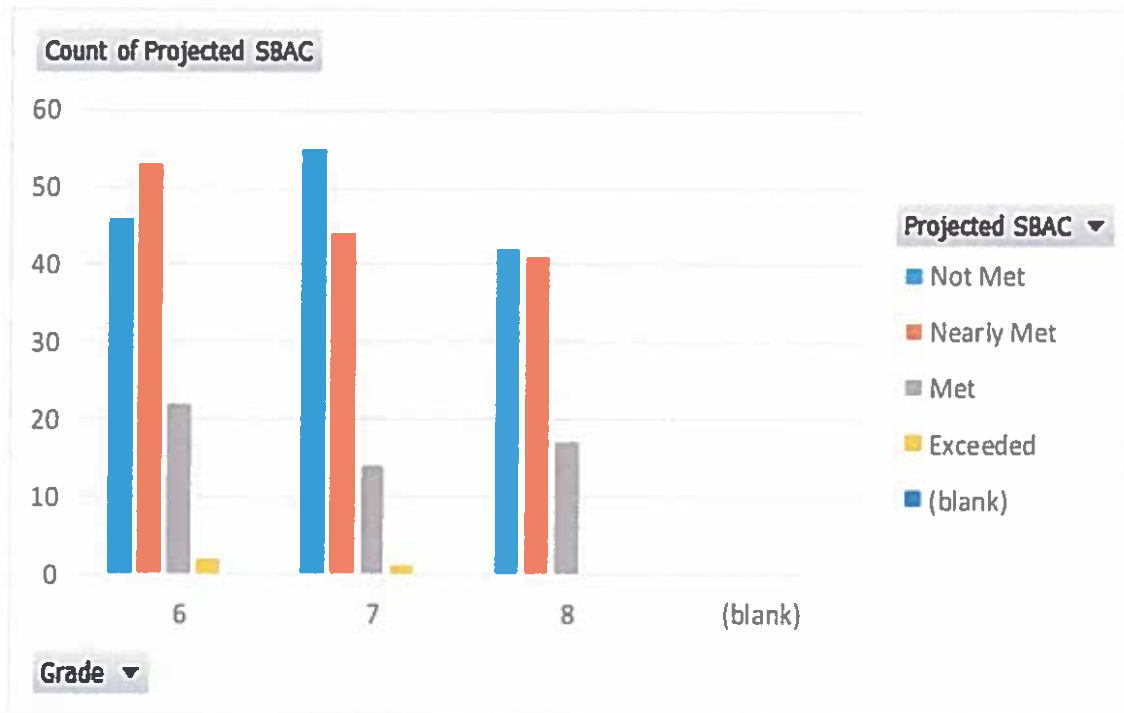


Overall Average Reading RIT By Gender:



SBAC

Projected Proficiency



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Academic Committee Description

General Purpose

The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the CEO to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals.

Appointments and Composition

1. Appointments of the chair and members of the Academic Excellence Committee shall be made annually by the chair of the Board with the advice and consent of the Board and the CEO and in accordance with the bylaws.
2. The chair of this committee shall be a member of the Board of Trustees.
3. Members of this committee shall be members of the Board of Trustees, subject to the conditions stated in the bylaws. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

It is important to note that this is a governance function, not a management function, and it is anticipated that the CEO will have a great deal of input into the work and composition of this committee. The committee's main role is to assure that academic excellence is defined, and that the board approves annual goals to attain academic excellence.

- 1 Define and continue to refine what academic excellence means for our charter school.
- 2 Ensure that all board members understand the key charter promises we have made to our community and to our authorizer.
- 3 Work with the CEO to devise clear and consistent ways to measure progress towards stated goals.

- 4 Work with the CEO to set annual academic achievement goals, to be presented to and approved by the full board.
- 5 Work with the CEO to share with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers.
- 6 Arrange for Board training on issues related to academic oversight and academic achievement, as needed.
- 7 Create specific measurable board-level goals for the year as part of the full board planning process.
- 8 Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.
- 9 Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.

Members of this committee do not need to have an academic background. In fact, our experience has shown that the best academic excellence committee members are those who are very analytical, are great at digesting data and asking good questions and DO NOT have an academic background.

Coversheet

Bert Corona Executive Administrator Report

Section: III. Items Scheduled For Information
Item: E. Bert Corona Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: BC EA Report 11-5-18.pdf

**Bert Corona Charter School
Executive Administrator's Report
November 5, 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

The following data is for our 8th grade students from our ALEKS math program.

Math 8 Tutorial Lab (Intervention)

From 08/08/2018 to 10/17/2018, a total of 116 students took an initial assessment in ALEKS CC Math 8 Tutorial Lab (Intervention). These students worked an average total of 8.2 hours during this period. They began with an average knowledge of 41% of the topics in the course and ended with an average knowledge of 53% of the topics in the course. Students who worked *less than* 20 hours on ALEKS ended with an average of 52% of the topics mastered. Students who worked *more than* 20 hours on ALEKS ended with an average of 56% of the topics mastered.

Students are doing best with the following topics:
Whole Numbers and Integers- 64% to 77% mastery
Decimals- 53% to 63% mastery

Students are still growing with the following topics:
Perimeters, Area, and Volumes- 9% to 16% mastery
Equations and inequalities- 11% to 18 % mastery

Math 8

From 08/08/2018 to 10/17/2018, a total of 20 students took an initial assessment in ALEKS CC Math 8. These students worked an average total of 6.9 hours during this period. They began with an average knowledge of 16% of the topics in the course and ended with an average knowledge of 56% of the topics in the course.

Students are doing best with the following topics:
Decimals- 59% to 96% mastery
Exponents, Polynomials, and Radicals- 8% to 53% mastery

Students are still growing with the following topics:
Perimeters, Area, and Volumes- 0% to 24% mastery

Culture and Climate

The national data states that for every 3 Minor ODR's there is 1 Major ODR. We have set a goal for reaching a ratio of 3 to 1 as a marker of achieving clean and accurate data. For the 18-19 school year, we are close to this ratio. We still have several staff members that are outliers in regards to submissions of ODR's (major and minor). Some staff members submit many more than others and some submit very few.

Month	Average Minor Referral Per Day Per Month			Average Major Referral Per day Per Month		
	16-17	17-18	18-19	16-17	17-18	18-19
August	2.06	4.06	9.83	1.63	1.53	3.28
September	1.62	9.85	18.68	1.19	3.6	7.26
October	7.74	9.75	24.05	4.26	4.55	5.19
November	6.33	6.93		4.87	2.67	0.33
December	5.64	3.2		4.73	1.7	
January	4.87	7.63		5.33	6	
February	3.84	14.37		5	6.79	
March	4.71	12		4.76	6.73	
April	8.86	13.2		3.64	6.55	
May	4.82	8.23		3.09	5.27	
June	0.14	1		1.29	2	
	50.63	90.22	52.56	39.79	47.39	16.06
Year	Minor	Major	Ratio			
16-17	50.63	39.79	1.27			
17-18	90.22	47.39	1.90			
18-19	52.56	16.06	3.27			
		Goal	3 to 1			

School Culture and Climate staff attended Charter Operated Program a one day training on School Discipline and another one day training on alternatives to suspension.

Sports-

BCCS hosted a friendly football game against CHIME Institute’s Schwarzenegger Community School BCCS is trying to join a new sports league and will be engaging the other schools in the league in friendly matches. We received this letter from a Chime parent. We lost the game but won over a community.

Dear Bert Corona Charter School Community,

I wanted to express my gratitude and commend your students on their exceptional hospitality and incredibly positive attitudes before, during, and after the football game with CHIME Charter School on Wednesday, October 10. Your students were so welcoming, out-going, and positive throughout our brief visit. Upon parking outside the school and walking in to the field, my daughter and I were greeted with friendly smiles and wishes of “good luck on the game.” There was a sidewalk chalk sign and a poster on the field to welcome us, and goodie bags made up for all of our players. After the game even

the CHIME parents were greeted with smiles, high fives, and hugs from your students. All of the CHIME parents and players were notably impressed. Your students are a fine example of how we should all conduct ourselves in this world, and I have no doubt that because of their positive and friendly demeanor they will be highly successful in which ever life endeavors they choose. Congratulations on growing a community of young adults who are so kind, caring, accepting, and incredibly impressive.

Sincerely,

Cindy (mom of a CHIME football player)

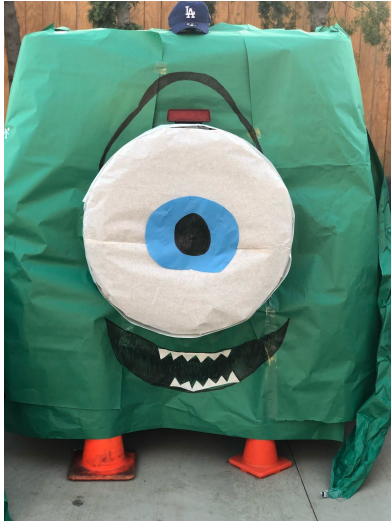
Operations

The operations teams has begun campus tours and outreach presentations for the 2019-20 school year. Our current enrollment and waitlist as of 11/2/18 is as follows:

Grade Level	# of Student	Waitlist
5 th Grade	25	0
6 th Grade	117	30
7 th Grade	120	15
8 th Grade	119	0
Total	381	45

After School Program

The After School Program sponsored our First Annual Trunk or Treat Celebration for BCCS students and families. Staff and parents decorated the back of their cars and loaded them up with candy. Students and families went from car to car to Trunk or Treat in a safe and fun environment. They also danced to their hearts out!



Coversheet

Monsenor Oscar Romero Executive Administrator Report

Section: III. Items Scheduled For Information
Item: F. Monsenor Oscar Romero Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: MORCS Executive Summary 11_5_18.pdf

Executive Summary

Monseñor Óscar Romero Charter School

11/5/18



Recent Updates

New Campus Construction

- Final completion date is projected for December 5th!
- DWP is progressing on schedule supplying power, which is the biggest variable in terms of on-time completion
- Tentative Ribbon Cutting is scheduled for January 7th, 2019



District Validation Review

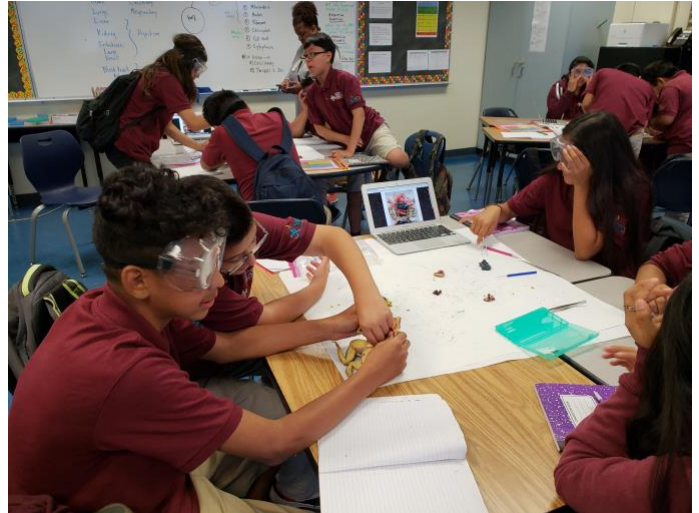
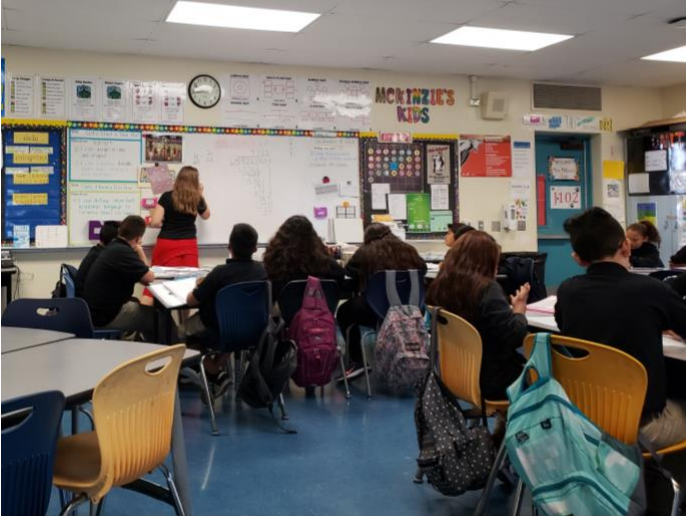
- On October 30th, the District Validation Review (DVR) team for Special Education audited the MORCS SPED program
- DVR team praised our school for having a strong SPED program including:
 - “Creating a school environment that welcomes parent and community participation” and
 - “Facilitating coordination and collaboration between general education and special education staff”
- The main area of growth was ensuring that the teaching staff was informed at a deeper level regarding specific details of student IEPs

State of the School

Academics

- MORCS students all took the Interim SBAC (Smarter Balanced Assessment Consortium) Exam in October for the first time
 - This results from this exam will allow teachers to identify and target key areas of strength and growth in student learning
 - The exam also allows students to gain much-needed experience with the SBAC testing interface in preparation for the annual state exam

- Students have been Project Based Learning in order to cultivate critical thinking and problem solving skills. Students also learn how to lead, to collaborate, and communicate through real-world based projects.
- Students are graded using Mastery Based Grading, which more accurately, fairly, and clearly demonstrates student proficiency in each content area.



Culture and Climate

- Key PBIS (Positive Behavior Intervention Systems) practices are being implemented in order to ensure that MORCS students are Safe, Respectful, and Responsible, including:
 - an intervention flowchart articulating how teachers and support staff can progressively intervene and teach students more appropriate behaviors
 - a MTSS (Multi-Tiered System of Supports) Committee which meets regularly to determine how to support our highest need students

Operations

- The Great Shakeout Drill was successfully conducted on 10/29/18!
- Teachers met with 95% of parents during Parent Conferences in October



****To view over a dozen more MORCS stories from October 2018, visit morcs.ypics.org!****

Coversheet

Bert Corona Charter High School Executive Administrator Report

Section: III. Items Scheduled For Information
Item: G. Bert Corona Charter High School Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: Nov. 2018 BCHS EA Report.pdf



BCHS Executive Administrator Report

November 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: CAASSP Growth

We were informed last month that our CAASSP testing results were returned and BCCHS received the one of the highest growth in LAUSD.

These results are attributed to the dedication and commitment that our students have towards their academic excellence. The majority of these students are students that have been with Bert Corona Charter Schools since middle school and now are starting to apply for college and universities,

Academics: WASSC

This year Bert Corona Charter High School is starting the process to renew its accreditation with WASC. Under the leadership and guidance of our Former Executive Administrator, Larry Simonsen, BCCHS teachers, staff and parents have been working to complete the processes so that we can get our full accreditation under WASC.

Since the beginning of the year, we have been focusing our Professional Development Meetings to working on the documentation that is required. Teachers have been diligently working in groups to put together the data that is the history of our school and community.

Ms. Fuentes has been working with parents to inform them of the process and also including them in the discussion as to who we are and what we have done for our students.

College Bound:

Our College Counselor, Maribel Palafox has been working tirelessly to support our Seniors in applying for college or universities. As of late October we had over 85% of the students submit their CSU Applications. 45% of our students have applied to Private Schools. The application window for the UC's just opened in November and seniors are already working on submissions.

While FASA application are not due until May, Ms. Palafox has been supporting our parents to understand the process and already has had 65% of our parents successfully complete the application.

GEAR UP

This year, BCCHS is proud to continue its partnership with GEAR UP to support and help prepare our 10th and 11th grade students to be college bound. Tutoring is being offered to students afterschool as well as during class for students in need.

GEAR UP has also provided our students the opportunities with field trips to attend College Fairs and the Claremont Colleges. We are in the processes of finalizing details on an overnight trip to Colleges and Universities in the San Diego area during our holiday break.

Operations and Parents:

We have hosted two Pan Con Café meetings with our parents since the beginning of the year. Parents have been engaged in meeting with the Administration to discuss our academic growth and school activities. Conversations have consisted of academics, safety and college acceptance and financial aid workshops for parents.

In mid-October we held our Parent Conference and conducted our Parent Survey's. As difficult as it is to schedule our parents for individual parent conferences, we managed to schedule 121 conferences. These conferences were not only for students who were struggling in classes but also we allowed for parents to come hear the positive work their child was doing.

Coversheet

Executive Director's Report

Section: III. Items Scheduled For Information
Item: H. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: YPICS Executive Director Report November 2018.pdf



YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

November 5, 2018

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

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

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

CCSA:

Message from Jed Wallace

October 1, 2018

Friends,

I am writing to you today with the news that I will be ending my service as the president and CEO of the California Charter Schools Association and that the CCSA Board of Directors has accepted my recommendation that Myrna Castrejón become our next president and CEO.

This was a very difficult decision for me. As I am now completing my tenth year at CCSA, it is a natural moment to consider whether now might be the right time for new leadership to be brought to the organization. In the end, my decision came down to assessing whether there was any other leader who could bring both a great sense of newness and excitement to the work while also maintaining the continuity that will be needed to build upon the progress that has been made over time. Myrna is that leader.

There is no one more suited to lead CCSA into the future than Myrna Castrejón. Prior to becoming CEO of [Great Public Schools Now](#), Myrna served in many crucially important roles during her time at the Association, including serving as acting CEO when I was on sabbatical three years ago. When I recommended her for this role to the CCSA Board of Directors, they too saw how Myrna is the person we need to lead us into our next chapter. Not only is Myrna a fearless voice advocating on behalf of the hundreds of thousands of kids and families attending California's charter schools, but she also brings a keen understanding of how the charter school movement can work to improve public education for all young people in California.

Now my attention turns to making sure that we manage a seamless transition allowing Myrna to hit the ground running. I will continue serving as CEO until the start of the New Year. Once the leadership

YPICS Agenda – November 5, 2018

handoff is completed, I will turn my attention to my new responsibilities, which will be to assist charter organizations in other states to adopt the strengthened advocacy practices that have been critical to the success of public charter schools in California.

Finally, I would like to end by extending to all of you my deepest gratitude for the support you have provided me in this role. Whenever a moment of challenge has arisen, I have had the incredibly good fortune of having many charter folk be ready to offer their time, expertise and passion to help carve out a shared path for advancing California's charter schools. To all of you who have been there for me again and again – and by extension have been there for the hundreds of thousands of families who CCSA serves – I offer my deepest thanks. We would simply not have been able to make the stunning progress that we made over the past decade without the incredible contribution that you all have offered to CCSA and to this movement we all so cherish. As you provide to Myrna that same level of support you provided to me over the years, there is no doubt that California's charter schools will experience yet another era of even more amazing success and impact on behalf of the kids and families we are all honored to serve.

Kind regards,

Jed

National:

National Alliance Receives Charter Schools Program National Activities Grant to Establish the Charter Schools Facilities Center

WASHINGTON, D.C. – On Friday, September 28, the U.S. Department of Education's Office of Innovation and Improvement awarded the National Alliance for Public Charter Schools a \$2.4 million grant over three years to establish the Charter School Facilities Center (CSFC), the first-ever entity solely dedicated to helping public charter schools access better and more affordable facilities and facility financing.

There are an estimated 5 million additional students that would attend a charter school if they had access to one today, but current charter school supply can't keep pace with demand. One key reason is lack of access to facilities. While district schools have access to many options for financing, renovation, and construction of school buildings, charter schools cannot access those financing mechanisms to get the facilities they need to open, grow, and expand.

“At a time when demand for charter schools is increasing, lack of access to affordable, suitable facilities is our biggest challenge,” said Nina Rees, president and CEO of the National Alliance for Public Charter Schools. “Studies show that nearly one-in-five schools were forced to delay their opening by a year or more due to facilities related issues. The Charter School Facilities Center is a critical step to addressing this problem and ensuring all students have access to a high-quality public-school building.”

The CSFC will capture and share existing best practices for improving and funding facilities for charter schools, and will develop new, innovative solutions to address this challenge. Among other activities, the CSFC will create a national advisory board of industry leaders to improve the collection of existing best practice resources and identify new ideas that merit wide dissemination. In addition, the CSFC will support discrete projects to address specific needs, such as acquiring affordable funding for rural facilities.

The National Alliance looks forward to tackling this work with our partners and leaders in the field including the **Tennessee Charter School Center (TCSC)** and **Local Initiatives**

Support Corporation (LISC), (a non-profit Community Development Financial Institution). TCSC will support local capacity building through technical assistance and LISC will build on their online research portal, *SchoolBuild*, which provides critical data on charter school facility transactions and guides schools through the facility development process from start to finish.

State:

From Ed Source –

Gov. Jerry Brown wrapped up his final legislative session this week and in doing so became the most prolific decider of laws in California history. During his 16 years as governor — two terms spanning the late 1970s and early 1980s and two terms this decade — he signed a total of 17,851 bills and vetoed 1,829.

This year’s crop included dozens that touched on a plethora of education-related issues — ranging from school start times to for-profit charter schools, standardized tests, discipline, mental health and early education.

Brown largely stayed true to his beliefs in local control when it comes to education policy and vetoed several high-profile measures that came with statewide mandates. Meanwhile, he signed bills that, among other things, protected poor students and offered low-cost solutions to improving school safety.

Here’s a rundown of the governor’s decisions on some of the most-watched education legislation that crossed his desk:

School start times. SB 328 (Anthony Portantino D-Los Angeles/San Bernardino counties). Vetoed.

This bill would have required all middle and high schools to start no earlier than 8:30 a.m., except in rural areas, by July 1, 2021. This would not have applied to so-called “zero periods,” which are optional extra classes sometimes offered before the regular school day begins. Based on scientific research, supporters argued that teen sleep deprivation causes depression, poor grades and attendance, as well as higher dropout rates. But, in his veto message, Gov. Jerry Brown agreed with opponents, who say this issue should be decided by local school districts.

SAT/ACT test option. AB 1951 (Patrick O’Donnell, D-Long Beach). Vetoed.

More than three dozen school districts and charter school organizations offer the college admissions tests ACT or SAT for free to all juniors. The bill would have allowed districts to replace the Smarter Balanced 11th-grade test with ACT or SAT. Supporters call the state’s standardized test, used for district accountability, personally irrelevant to test-burdened juniors. The University of California recently said it will study the feasibility of using Smarter Balanced for college admissions decisions. In his veto message, Brown said he’d prefer that option, so it’s best to wait and see what UC and CSU, which announced this week it will reassess its use of SAT and ACT, decide.

For-profit charter schools. AB 406 (Kevin McCarty, D-Sacramento). Signed.

Charter schools that are owned by for-profit companies and nonprofit charter schools that are controlled and managed by for-profit corporations will be banned under this new law. Brown vetoed a previous bill for possibly ensnaring nonprofit charter schools that contract services with for-profit

companies, but was persuaded this bill was tailored more narrowly. Corporate-run online charter schools, which make up less than 3 percent of charter schools in California, are the target of the bill.

Ethnic studies. AB 2772 (Jose Medina, D-Riverside). Vetoed.

As initially written, the bill would have required all students to take a course in ethnic studies, teaching the cultures and history of the state’s diverse ethnic and racial groups, in high school. The scaled-back version, which Brown vetoed, would have funded 11 districts’ pilot programs, using a model curriculum under development by the state, on the condition that all students take at least a semester before graduation. “I am reluctant to encourage yet another graduation requirement” for already “overburdened” students, Brown wrote in his veto message.

Ban on suspensions for “disruption and defiance.” SB 607 (Nancy Skinner, D-Berkeley). Vetoed.

Although suspensions in California schools — particularly those having to do with classroom disruption — have dropped dramatically in recent years, they are still disproportionately meted out to African-American students and students with disabilities. This bill would have expanded the current statewide ban on “disruption and defiance” suspensions, which covers grades K-3, to include grades K-8. Brown, who vetoed a similar bill in 2012, said in his veto message that “Teachers and principals are on the front lines of educating our children and are in the best position to make decisions about order and discipline in the classrooms.”

Restraint and seclusion of students. AB 2657 (Shirley Weber, D-San Diego). Signed.

This bill bars California school staff from physically restraining K-12 students or isolating them in “seclusion rooms” unless the student’s behavior creates an imminent physical threat. It also reinstates a requirement that school districts report data on the use of restraints and seclusion to the California Department of Education. And it prohibits certain restraint techniques that are considered dangerous.

Finishing college in four years. AB 2248 (Kevin McCarty, D-Sacramento). Signed.

As part of California’s increased focus on having students earn a bachelor’s degree on time, this law makes it clear to students how many classes they need to take a semester to be on track to graduate in four years. Among other things, it orders the state agency administering the Cal Grant to inform students receiving the financial aid that in order to graduate in four years, they need at least 15 units a semester, or the quarter-system equivalent.

Bachelor’s degrees in community colleges. SB 1406 (Jerry Hill, D- San Mateo). Signed.

A novel pilot program that has allowed 15 community colleges to award bachelor’s degrees will be extended under this law. The extension gives more students a chance to take advantage of a relatively low-cost degree and the state more time to study the impact of the program. The pilot was first created through legislation passed in 2015 and limited degrees to only those not offered by the state’s public four-year universities.

More mental health counselors for college students SB 968 (Richard Pan, D-Sacramento). Vetoed.

What many describe as a mental health crisis on college campuses was addressed by this bill. It would have required each University of California and California State University campus to have one mental health counselor for every 1,500 students. In his veto message, Brown called the effort an “understandable goal” but said specific higher-education investments should go through the

budget process. He also argued that local boards or campuses, not the state, should dictate student-employee ratios.

Free and reduced priced meals in charter schools. AB 1871 (Rob Bonta, D-Oakland). Signed
State law requires that school districts provide at least one free or reduced-price meal per day to low-income students. Many charter schools already offer federally subsidized lunches and breakfasts. As of next fall, all charter schools must serve nutritious meals as well under the new law. More than half of the state's 680,000 charter school students would qualify for the program. The California Charter Schools Association supported AB 1971.

Uncollected meal debts. AB 1974 (Lorena Gonzales-Fletcher, D-Oceanside). Signed.
Last year, the Legislature banned "meal shaming," the practice in some districts of withholding school lunches or serving snacks, like cheese sticks, instead of a fully nutritious meal to children whose parents were behind in their meals payments. This year, lawmakers added protections. This new law forbids districts from withholding transcripts or diplomas from students for unpaid debts and bill collectors from reporting unpaid parents' payments to credit agencies.

Media literacy and digital citizenship. SB 830 and SB 947 (Bill Dodd, D-Napa; Hannah-Beth Jackson, D-Santa Barbara). Signed/Vetoed.

Two Senate bills addressed America's fake news epidemic. The first, SB 830, called for the California Department of Education to make available to school districts on its website a list of resources and instructional materials on media literacy, including professional development programs for teachers. The other, SB 947, would have established a state-based advisory committee tasked with developing best practices, resources and models for instruction of digital citizenship and media literacy. Brown signed SB 830 and vetoed SB 947. In his veto message, Brown cited local control as his primary reason for rejecting the bill.

Classroom door locks. AB 3205 (Patrick O'Donnell, D-Long Beach). Signed.

The February massacre at Marjory Stoneman Douglas High School in Parkland, Florida, led to a nationwide push to bolster school safety. This bill requires that any school modernization project done with money from the state's school facility bond program include locks that allow doors to classrooms and any room with an occupancy of five or more people to be locked from the inside. The estimated annual cost could be as high as \$750,000, depending on the number of classrooms retrofitted each year.

School safety plans. AB 1747 (Freddie Rodriguez, D-Pomona). Signed.

Another post-Parkland bill, this one expands the required elements of school safety plans, including procedures to respond to active shooter situations. Among other things, it requires schools to conduct annual active shooter drills and requires the California Department of Education to provide additional guidance and oversight of safety plans. The estimated annual statewide cost of the bill is \$5 million.

Gun violence restraining orders. AB 2888 (Phil Ting, D-San Francisco). Vetoed.

California is among a handful of states nationwide that have "red flag" laws, which make it possible for certain individuals to seek a restraining order to temporarily take away someone's guns because of the imminent danger they pose to themselves or others. Currently, only law enforcement and immediate family members can file for such a restraining order. This measure would have expanded the list to include school personnel, among others. In his veto message, Brown said the expansion is

unnecessary because school personnel can work through law enforcement to obtain the restraining orders. (See [previous EdSource article](#).)

Developmental screening for toddlers. AB 11 (Kevin McCarty, D-Sacramento; Rob Bonta, D-Oakland). Vetoed.

AB 11 would have required developmental screenings for all children, birth to age 3, under Medi-Cal health coverage. Developmental screenings are evaluations that can identify if a child's development is on track. AB 11 would also require annual reporting of these screenings for five consecutive years to ensure accurate and on-time compliance. In his [veto message](#), Brown said Medi-Cal already requires these screenings and this bill would require unneeded reporting.

Sex ed in charter schools. AB 2601 (Shirley Weber, D-San Diego). Signed.

Until now, charter schools have been exempt from the California Healthy Youth Act, which requires that public schools teach "medically accurate" and "age appropriate" comprehensive sex education. Among other things, the law delves into specific issues regarding the sexual health and development of LGBTQ students and addresses issues relating to HIV prevention, relationship abuse and sex trafficking. Beginning in the 2019-20 school year, charter schools must teach comprehensive sex education beginning in the 7th grade.

EdSource staff writers Ashley Hopkinson, Mikhail Zinshteyn and Theresa Harrington contributed to this report.

Oakland risks state takeover if it fails to make budget cuts, state and county officials warn

If Oakland Unified doesn't make millions of dollars in budget cuts over the next four years, it could risk another state takeover, state and county officials said. A bailout approved by the state Legislature in the AB1840 education finance bill could relax the timeline for those cuts, but also requires the school district board to follow through on its plans to close schools and eliminate staff positions. The state funding is expected to help the district close its budget deficit over the next four years, with the first allocation coming in 2019-20 if the district meets certain "benchmarks." *By Theresa Harrington, EdSource*

District:

LA School Report- October 31, 2018

Los Angeles Unified school administrators made a new contract offer to the district's teachers union Tuesday, proposing to give United Teachers Los Angeles members almost all of the salary increase they'd been demanding throughout [a protracted fight over a new contract](#).

The development comes after months of LAUSD officials [insisting UTLA's contract demands are too costly](#) — a stalemate that has brought the two sides [to the brink of a possible teachers strike](#) that would affect more than 480,000 students.

But UTLA officials say the new offer includes a "Trojan horse" — a provision that union leaders say would lock in larger class sizes than the union wants and grant LAUSD officials even greater latitude to increase class sizes in the future.

"Beutner is trying to buy us off with a raise," UTLA leaders [wrote](#) in a message to the union's 30,000 members last night, "while simultaneously increasing class sizes [and] reducing retiree healthcare for new employees."

LAUSD has stated that they remain committed to good faith negotiations.

YPICS:

On September 25, 2018, Bert Corona was renewed for an additional five years with Benchmarks.

The YPICS Board has established an Academic Committee to monitor the school's progress on a quarterly basis to ensure that Bert Corona and all YPICS are intently focused on closing the academic achievement gaps for all students, however, specifically for students with IEPs and ELs. The first Academic Committee Meeting took place on October 1, 2018. The committee established its role and responsibilities and reviewed the initial NWEA benchmark Assessments and the academic achievement plan for Bert Corona Charter School. The next meeting is scheduled to take place on November 26, 2018. Data from the initial SBAC Assessments and the Spring 2018 results will be reviewed and analyzed. Reports from the Academic Committee will be reported to the full board during regularly scheduled YPICS Board of Director's meetings.

Prop 39 Applications have been successfully submitted for both Monsenor Oscar Romero Charter School and Bert Corona High School.

YPICS has also been busy providing instructional support and guidance to teachers. Workshop topics included Standards Based Grading, Project Based Learning, EL and SPED strategies. Additionally, teachers have participated in PBIS training through options 3. November 5, 2018, will showcase another YPICS-wide PD. All YPICS students took the SBAC Interim Assessment. Teachers will have an opportunity to participate in collective data-dives to inform the next few units of study. This PD will take place at Bert Corona Charter High School. Anyone interested in seeing the types of sessions and training that are offered to support instruction can click on the following link: tpd.ypics.org.

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

Board Brief Recommend to Approve Final YPICS Staff Rosters 2018-2019.pdf

YPICS BOUNDARIES POLICY Final 110518.pdf

Board Brief YPICS Recommendation to Review and Approve revised and updated YPICS Forms, Documents, and Materials related to state and federal compliance .pdf



YPI CHARTER SCHOOLS

November 5, 2018

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve YPICS (BCCS, BCHS, MORCS, and LSC) final staff rosters and employee contracts for 2018-2019 school-year

BACKGROUND

The Board of Directors yearly approves final staff rosters for each school to ensure hiring and staff ratios are in line with proposed budget expenditures as personnel costs are typically the most significant ongoing expense.

ANALYSIS

Since the June 28, 2018 meeting of the Board of Directors, the schools have revised their staff rosters to ensure the ratio of students to teachers (class size) is consistent and that the needs of all students are met.

All employees have executed employment agreements.

RECOMMENDATION

It is recommended that the Board of Directors approve *the final YPICS staff rosters and employee agreements for the 2018-2019 school-year.*

Attachment: *YPICS Staff Rosters and sample Employment agreement*



YPI CHARTER SCHOOLS

Boundaries Policy

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of the YPI Charter Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.*

Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

1. Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Executive Administrator (or administrative designee). It is recommended that any such gifts be filtered through the Executive Administrator of the school (or administrative designee) along with the rationale.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking photographs or videos of students for personal use and posting online for personal use.
16. Undressing in front of a student
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express,

- advance written permission of the Director of the school (or administrative designee) and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
 27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
 28. Staff mirroring the immature behavior of minors
 29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities.
Communication via private social media accounts is not acceptable.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from the Director of the school (or administrative designee) to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (**communication should be initiated via transparent [non-private] school-based technology and equipment**)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming

- or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
 20. Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
 21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
 22. Prioritizing professional behavior during all moments of student contact
 23. *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Director of the school (or administrative designee) promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Director of the school (or administrative designee) occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The Executive Administrator of the school (or administrative designee) will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Executive Director who will report to the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the investigating administrator (Executive Administrator or designee) shall report to the Executive Director and the Executive Director will report to the Governing Board any conclusions reached. The Executive Director shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.



YPI CHARTER SCHOOLS

November 5, 2018

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to review and approve revised and updated YPICS forms documents and materials related to state and federal compliance

BACKGROUND

Schools, districts and county offices that receive funding for certain state and federal programs are required to regularly revise and update forms, documents and other materials related to these programs to ensure ongoing compliance.

ANALYSIS

The revision and updating of materials related to compliance with state and federal programs for which the YPI Charter Schools receive funding is scheduled yearly at a regular meeting of the YPICS Board of Directors.

RECOMMENDATION

It is recommended that the Board of Directors review the revised and updated materials and approve all materials and approve all materials for public posting and/or distribution as necessary.

Coversheet

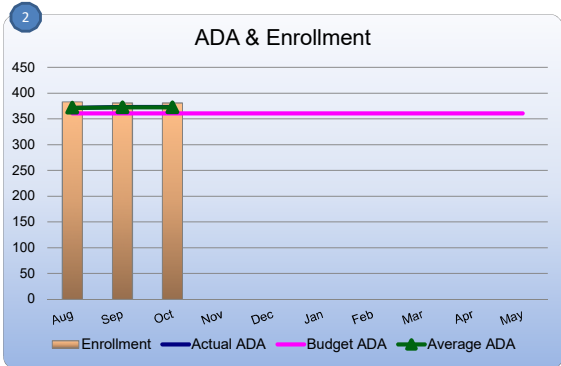
September 2018 YPICS Financials

Section: V. Items Scheduled For Action
Item: A. September 2018 YPICS Financials
Purpose: Vote
Submitted by:
Related Material: 18-19 Fiancial Report 18-09.pdf
2018-09 YPICS FINANCIALS.xlsx

BERT CORONA CHARTER SCHOOL - Financial Dashboard (September 2018)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

- ADA through month 3 was 372.53 with ending enrollment of 381 students. Future months forecast assumes enrollment at 379 students with ADA of 96%
- Revenue is above budget by \$145K mainly due to higher than budgeted enrollment
- Expenses are higher than budget by \$178K mainly due to increase in SPED needs
- Overall, net income is \$68K which is \$33K lower than budget.
- Cash on hand at June 30th is forecasted to be \$1.8M which represents 23.3% of total expense. Forecast assumes that due from to BCHS will be \$200K by June 30th.

3 Average Daily Attendance Analysis

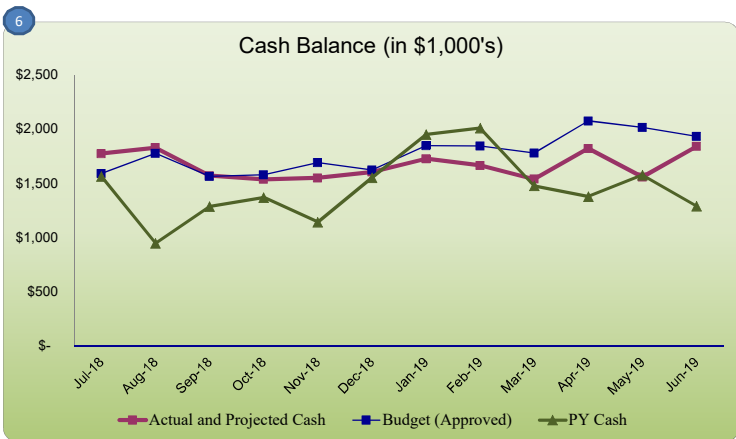
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	381	379	374	5	377	370
ADA %	97.8%	97.0%	96.5%	0.5%	96.8%	96.7%
Average ADA	372.53	368.45	360.91	7.54	364.80	356.67

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	315	317	2	319
3-Year Average %	85.8%	85.8%	0.0%	87.1%
District UPP C. Grant Cap	83.5%	83.5%	0.0%	85.5%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		FY 18-19 YTD			Historical	
	As of 09/30/18	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17
Local Control Funding Formula	3,733,138	3,648,289	84,850	449,359	440,819	8,540	3,383,555	3,299,332
Federal Revenue	3,566,516	3,529,589	36,927	389,848	767,580	(377,731)	4,064,308	4,495,777
State Revenue	870,423	854,754	15,669	54,575	54,506	69	920,913	956,337
Other Local Revenue	53,484	50,000	3,484	372	10,278	(9,906)	157,224	128,216
Grants/Fundraising	14,000	10,000	4,000	6,500	2,500	4,000	7,552	28,348
TOTAL REVENUE	8,237,562	8,092,632	144,930	900,654	1,275,682	(375,028)	8,533,552	8,908,011
<i>Total per ADA</i>	22,357	22,423	(66)				23,926	24,876
<i>w/o Grants/Fundraising</i>	22,319	22,395	(76)				23,904	24,797
Certificated Salaries	1,228,850	1,197,981	(30,870)	229,773	230,265	491	1,168,474	1,115,727
Classified Salaries	832,435	743,871	(88,564)	179,487	136,604	(42,883)	719,824	637,929
Benefits	674,160	632,917	(41,243)	114,321	146,726	32,404	666,768	563,526
Student Supplies	785,871	778,896	(6,975)	206,389	224,031	17,643	679,070	979,522
Operating Expenses	3,761,090	3,760,304	(786)	558,321	945,271	386,951	4,410,855	4,615,613
Other	886,723	876,938	(9,785)	171,852	214,368	42,516	809,374	819,246
TOTAL EXPENSES	8,169,129	7,990,906	(178,223)	1,460,143	1,897,265	437,122	8,454,364	8,731,563
<i>Total per ADA</i>	22,171	22,141	(30)				23,704	24,384
INCOME / (LOSS)	68,434	101,726	(33,292)	(559,489)	(621,583)	62,093	79,188	176,447



Year-End Cash Balance

Projected	Budget	Variance
1,843,305	1,937,007	(93,703)

7 Balance Sheet

	6/30/2018	8/31/2018	9/30/2018	6/30/2019 FC
Assets				
Cash	1,291,457	1,831,174	1,572,829	1,843,305
Accounts Receivable	1,379,897	310,449	280,515	864,657
Due From Others	79,687	79,687	79,687	229,687
Other Assets	17,865	30,315	30,315	30,315
Net Fixed Assets	664,036	624,706	603,713	506,332
Total Assets	3,432,942	2,876,331	2,567,060	3,474,295
Liabilities				
A/P & Payroll	339,384	260,595	33,881	344,101
Due to Others	27,347	26,457	26,457	35,051
Deferred Revenue	0	0	0	0
Total Debt	79,005	79,005	79,005	39,502
Total Liabilities	445,736	366,056	139,342	418,655
Equity				
Beginning Fund Bal.	2,908,018	2,987,206	2,987,206	2,987,206
Net Income/(Loss)	79,188	(476,932)	(559,489)	68,434
Total Equity	2,987,206	2,510,275	2,427,717	3,055,640
Total Liabilities & Equity	3,432,942	2,876,331	2,567,060	3,474,295
Available Line of Credit				
Days Cash on Hand	57	86	73	85
Cash Reserve %	15.7%	23.4%	19.9%	23.3%





BERT CORONA CHARTER SCHOOL

Financial Analysis

September 2018

Net Income

Bert Corona Charter School is projected to achieve a net income of \$68K in FY18-19 compared to \$102K in the board approved budget. Reasons for this negative \$33K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2018, the school's cash balance was \$1.57M. By June 30, 2019, the school's cash balance is projected to be \$1.84M, which represents a 23% reserve.

As of September 30, 2018, the Accounts Receivable balance was \$281K, down from \$310K in the previous month, due to the receipt of revenue earned in FY17-18.

As of September 30, 2018, the Accounts Payable balance, including payroll liabilities, totaled \$34K, compared to \$261K in the prior month.

As of September 30, 2018, BCCS had a debt balance of \$79K compared to \$79K in the prior month. This represent apple lease obligations for two more years.

Income Statement

Revenue

Total revenue for FY18-19 is projected to be \$8.24M, which is \$145K or 1.8% over budgeted revenue of \$8.09M.

LCFF Revenue is projected to be higher than budget by \$85K due to higher enrollment.

Expenses

Total expenses for FY18-19 are projected to be \$8.17M, which is \$178K or 2.2% over budgeted expenditures of \$7.99M.

Classified Salaries are projected to be higher than budget \$89K due to higher than expected SPED needs.

ADA

Budgeted average ADA for FY18-19 is 360.91 based on an enrollment of 374 and a 96.5% attendance rate.

The forecast assumes an ADA of 368.46 based on an enrollment of 379 and a 97.0% attendance rate.

In Month 3, ADA was 373.06 with 381 students enrolled at the end of the month and a 97.9% ADA rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

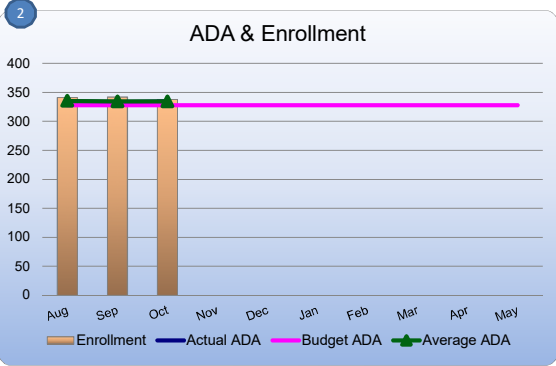


Average ADA for the year (through Month 3) is 372.53 (a 97.8% ADA rate for the year to date).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



- KEY POINTS**
- ADA through Month 3 was 334.42 with ending enrollment of 338 students.
 - Revenue is forecasted to be above budget by \$2,437K mainly due Prop 1D Revenue (\$2,387K).
 - Expenses are forecasted lower than budget by \$28K.
 - Overall, operating net income excluding Prop 1D forecasted to be \$169K which is \$78K higher than budget.
 - Operating Cash on hand at June 30th is forecasted to be \$1,631K which represents 38.1% of total expense.

3 Average Daily Attendance Analysis

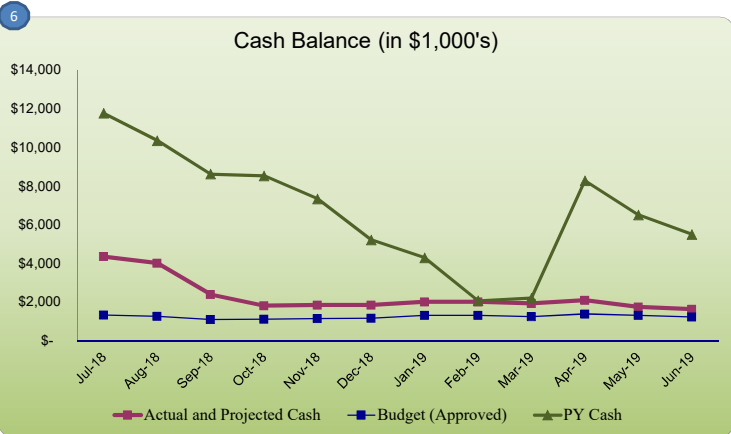
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	338	338	340	(2)	340	339
ADA %	98.1%	97.1%	96.5%	0.6%	96.8%	96.7%
Average ADA	334.42	329.36	328.10	1.26	329.00	327.53

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	326	324	(2)	325
3-Year Average %	96.1%	96.0%	0.0%	96.5%
District UPP C. Grant Cap	83.0%	83.0%	0.0%	85.5%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast		VS. Budget		FY 18-19 YTD			Historical	
	As of 09/30/18	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17	
Local Control Funding Formula	3,386,038	3,365,635	20,404	417,839	409,578	8,260	3,156,546	3,042,857	
Federal Revenue	541,610	523,948	17,663	18,756	16,671	2,084	552,291	519,912	
State Revenue	2,903,621	506,879	2,396,743	50,116	50,044	72	12,483,697	2,921,202	
Other Local Revenue	28,185	35,000	(6,815)	379	7,194	(6,815)	96,886	72,722	
Grants/Fundraising	18,750	10,000	8,750	11,250	2,500	8,750	34,250	12,000	
TOTAL REVENUE	6,878,205	4,441,461	2,436,744	498,339	485,988	12,351	16,323,670	6,568,693	
Total per ADA	13,635	13,537	98				49,839	20,218	
w/o Grants/Fundraising	13,578	13,506	72				49,734	20,181	
Certificated Salaries	1,155,690	1,147,317	(8,373)	241,483	219,327	(22,156)	1,030,222	1,034,251	
Classified Salaries	490,325	567,318	76,993	93,568	106,021	12,453	518,009	502,618	
Benefits	596,910	586,637	(10,273)	97,279	136,552	39,273	567,560	515,379	
Student Supplies	501,831	482,509	(19,322)	120,279	100,769	(19,510)	423,984	429,416	
Operating Expenses	971,916	969,417	(2,500)	173,915	247,032	73,117	820,012	828,572	
Other	605,597	597,163	(8,434)	109,027	145,903	36,876	556,826	534,686	
TOTAL EXPENSES	4,322,269	4,350,361	28,091	835,550	955,604	120,054	3,916,613	3,844,921	
Total per ADA	13,123	13,259	136				11,958	11,835	
INCOME / (LOSS)	2,555,935	91,100	2,464,835	(337,211)	(469,615)	132,405	12,407,057	2,723,772	



Year-End Cash Balance

Projected	Budget	Variance
1,631,306	1,227,814	403,492

7 Balance Sheet

	6/30/2018	8/31/2018	9/30/2018	6/30/2019 FC
Assets				
Cash	1,803,617	1,933,768	1,844,351	1,631,306
Cash, Prop 1D	3,657,764	2,083,330	548,590	0
Accounts Receivable	336,087	61,368	51,341	506,640
Due From Others	83,098	27,978	27,978	27,978
Other Assets	2,899	4,684	3,016	3,016
Net Fixed Assets	23,421,869	23,466,215	25,535,977	25,508,018
Total Assets	29,305,335	27,577,342	28,011,254	27,676,958
Liabilities				
A/P & Payroll	1,665,636	127,450	705,599	132,493
Due to Others	336,860	340,484	340,027	72,928
Deferred Revenue	2,387,238	2,387,238	2,387,238	0
Total Debt	7,886,999	7,886,999	7,886,999	7,886,999
Total Liabilities	12,276,733	10,742,171	11,319,863	8,092,421
Equity				
Beginning Fund Bal.	4,621,545	17,028,601	17,028,601	17,028,601
Net Income/(Loss)	12,407,057	(193,431)	(337,211)	2,555,935
Total Equity	17,028,601	16,835,171	16,691,391	19,584,537
Total Liabilities & Equity	29,305,335	27,577,342	28,011,253	27,676,958
Available Line of Credit				
Days Cash on Hand	170	163	157	139
Cash Reserve %	46.6%	44.7%	43.0%	38.1%



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

September 2018

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of \$2.56M in FY18-19 compared to \$91K in the board approved budget. Reasons for this positive \$2.46M variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2018, the school's cash balance was \$1.84M. By June 30, 2019, the school's cash balance is projected to be \$1.63M, which represents a 38% reserve.

As of September 30, 2018, the Accounts Receivable balance was \$51K, down from \$61K in the previous month, due to the receipt of revenue earned in FY17-18.

As of September 30, 2018, the Accounts Payable balance, including payroll liabilities, totaled \$706K, compared to \$128K in the prior month.

As of September 30, 2018, MORCS had a debt balance of \$7.89M compared to \$7.89M in the prior month. Repayment of Prop 1D loan will start in FY19-20.

Income Statement

Revenue

Total revenue for FY18-19 is projected to be \$6.88M, which is \$2.44M or 54.9% over budgeted revenue of \$4.44M.

Object 8599 – Other Local Revenue is projected to be higher than budget by \$2,387K due to Prop 1D construction project.

Expenses

Total expenses for FY18-19 are projected to be \$4.32M, which is \$28K or 0.6% under budgeted expenditures of \$4.35M.

ADA

Budgeted average ADA for FY18-19 is 328.10 based on an enrollment of 340 and a 96.5% attendance rate.

The forecast assumes an ADA of 329.37 based on an enrollment of 338 and a 97.1% attendance rate.

In Month 3, ADA was 334.61 with 338 students enrolled at the end of the month and a 99.0% ADA rate.

Average ADA for the year (through Month 3) is 334.42 (a 98.1% ADA rate for the year to date).

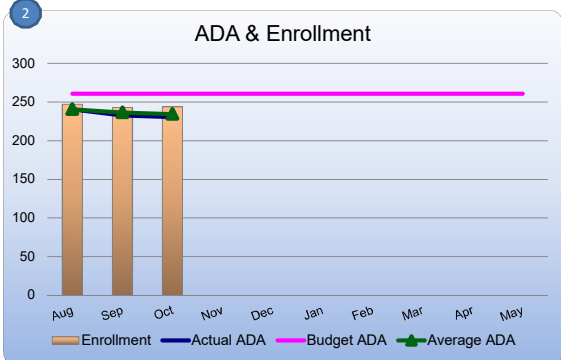
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



- KEY POINTS**
- ADA through month 3 was 236.49 with ending enrollment of 244 students. Future months forecast assumes enrollment at 244 students with ADA of 94.8%
 - Revenue is below budget by \$374K mainly due to lower than budgeted enrollment
 - Expenses are lower than budget by \$321K due to savings in salaries, benefits and supplies
 - Overall, net income is \$3K which is \$53K lower than budget.
 - Cash on hand at June 30th is forecasted to be \$183K which represents 5.5% of total expense. Forecast assumes that debt to BCCS will be \$200K by June 30th.

3 Average Daily Attendance Analysis

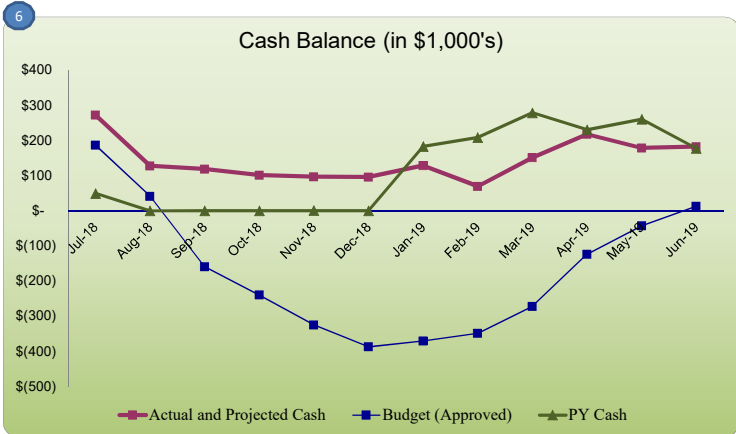
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	244	244	276	(32)	245	207
ADA %	95.3%	94.8%	94.5%	0.3%	94.9%	94.6%
Average ADA	234.51	232.10	260.82	(28.72)	232.56	194.46

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	223	197	(26)	171
3-Year Average %	82.9%	83.0%	0.1%	85.5%
District UPP C. Grant Cap	84.0%	84.0%	0.0%	85.5%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast			VS. Budget			FY 18-19 YTD			Historical	
	As of 09/30/18	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17			
Local Control Funding Formula	2,810,095	3,149,313	(339,218)	272,225	299,557	(27,332)	2,224,408	1,599,312			
Federal Revenue	253,051	313,615	(60,564)	6,945	9,898	(2,954)	229,785	183,837			
State Revenue	239,671	258,101	(18,431)	20,600	29,712	(9,113)	189,699	204,673			
Other Local Revenue	41,668	3,000	38,668	25,841	613	25,228	48,230	27,841			
Grants/Fundraising	15,440	10,000	5,440	7,779	2,871	4,908	22,166	15,615			
TOTAL REVENUE	3,359,925	3,734,029	(374,105)	333,389	342,652	(9,263)	2,714,289	2,031,277			
<i>Total per ADA</i>	14,476	14,316	160				13,958	14,153			
<i>w/o Grants/Fundraising</i>	14,410	14,278	131				13,844	14,044			
Certificated Salaries	1,119,921	1,224,826	104,904	232,951	236,124	3,173	820,842	590,041			
Classified Salaries	428,124	358,750	(69,374)	91,035	70,994	(20,041)	321,007	273,097			
Benefits	533,919	608,236	74,317	92,379	141,183	48,804	462,142	305,707			
Student Supplies	351,055	434,235	83,180	110,262	157,329	47,067	300,657	180,983			
Operating Expenses	493,451	571,652	78,200	48,359	147,469	99,110	427,886	264,990			
Other	430,783	480,828	50,045	70,652	115,823	45,171	332,687	271,462			
TOTAL EXPENSES	3,357,253	3,678,526	321,272	645,638	868,921	223,283	2,665,222	1,886,279			
<i>Total per ADA</i>	14,465	14,104	(361)				13,706	13,143			
INCOME / (LOSS)	2,671	55,504	(52,832)	(312,249)	(526,269)	214,021	49,067	144,998			



Year-End Cash Balance

Projected	Budget	Variance
182,810	13,159	169,652

7 Balance Sheet

Balance Sheet	6/30/2018	8/31/2018	9/30/2018	6/30/2019 FC
Assets				
Cash	178,480	128,339	119,236	182,810
Accounts Receivable	318,010	92,058	45,209	391,233
Due From Others	21	21	21	21
Other Assets	1,720	8,549	11,932	11,932
Net Fixed Assets	57,183	60,407	60,281	42,640
Total Assets	555,414	289,373	236,679	628,635
Liabilities				
A/P & Payroll	30,466	18,743	30,629	27,870
Due to Others	78,871	72,570	72,221	202,015
Deferred Revenue	0	0	0	0
Total Debt	100,006	100,006	100,006	50,008
Total Liabilities	209,343	191,318	202,857	279,893
Equity				
Beginning Fund Bal.	297,004	346,071	346,071	346,071
Net Income/(Loss)	49,067	(248,016)	(312,249)	2,671
Total Equity	346,071	98,055	33,822	348,742
Total Liabilities & Equity	555,414	289,373	236,679	628,635
Available Line of Credit				
Days Cash on Hand	25	14	13	20
Cash Reserve %	6.8%	3.9%	3.6%	5.5%





Bert Corona Charter High School Financial Analysis September 2018

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$3K in FY18-19 compared to \$56K in the board approved budget. Reasons for this negative \$53K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2018, the school's cash balance was \$119K. By June 30, 2019, the school's cash balance is projected to be \$183K, which represents a 5% reserve.

As of September 30, 2018, the Accounts Receivable balance was \$45K, down from \$92K in the previous month, due to the receipt of revenue earned in FY17-18.

As of September 30, 2018, the Accounts Payable balance, including payroll liabilities, totaled \$31K, compared to \$19K in the prior month.

As of September 30, 2018, BCHS had a debt balance of \$100K compared to \$100K in the prior month. This represents Revolving Loan. An additional \$50K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY18-19 is projected to be \$3.36M, which is \$374K or 10.0% under budgeted revenue of \$3.73M.

Local Control Funding Formula - State Aid, is projected to be under budget by \$338K due to lower projected ADA.

Object 8291 – Title I Revenue is projected to be lower than budget by \$51K due to lower enrollment.

Object 8311 – SPED AB602 Revenue is projected to be lower than budget by \$17K due to lower enrollment.

Object 8390 – Other Local Revenue is projected to be higher than budget by \$139K due to receipts of STEPS grant of \$15K and \$25K from Opportunities for Learning.

Expenses

Total expenses for FY18-19 are projected to be \$3.36M, which is \$321K or 8.7% under budgeted expenditures of \$3.68M.

Certificated Salaries, are projected to be under budget by \$108K.

Classified Salaries, are projected to be over budget by \$69K.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.



STRS expenses, are projected to be under budget by \$23K, due to lower Certificated salaries.

H&W Expenses is projected to be below budget by \$52K.

Textbook and Core Materials expense is projected to be under budget by \$31K

Food and Food supplies is projected to be under budget by \$18K due to lower enrolment.

Non-Instructional Consultant costs is projected to under budget by \$21K due to lower BTSA needs.

Indirect Cost expense is projected to be under budget by \$43K due to lower enrollment.

ADA

Budgeted average ADA for FY18-19 is 260.82 based on an enrollment of 276 and a 94.5% attendance rate.

The forecast assumes an ADA of 232.12 based on an enrollment of 244 and a 94.8% attendance rate.

In Month 2, ADA was 232.53 with 243 students enrolled at the end of the month and a 94.9% ADA rate.

Average ADA for the year (through Month 2) is 236.49 (a 95.7% ADA rate for the year to date).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.

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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
WELLS FARGO	09/04/18 - ED	9/4/2018	Y. KING-BERG AUTOMATIC PAYMENT	249.00
LOS ANGELES COUNTY OFFICE OF EDUC 09/28/18 - STRS		9/28/2018	09/18 - FY18/19 - STRS PAYMENT	90,901.49
LOS ANGELES COUNTY OFFICE OF EDUCATION		9/28/2018	FY17/18 - STRS PAYMENT - PENALTY	127.75
DIANA OROZCO	305466	9/30/2018	2018 CCSA CONFERENCE SAN DIEGO - PER DIEM	(192.00)
LORENZO ENRIQUE TOVAR	305657	9/30/2018	FY 16/17 - STRS REFUND	(1.46)
SOCAL OFFICE TECHNOLOGIES, INC	305675	9/30/2018	04/16 - 05/15/18 - BASE RATE # CN1945-02	(626.21)
KORBIN DEARY	305971	9/30/2018	TRAINING STUDENTS, FAMILIES, STAFF, CODING	(40.00)
MCCALLA COMPANY	306025	9/30/2018	GREY SCRAPER REFILL	(38.46)
AFLAC WORLDWIDE HEAD QUARTERS	306080	9/4/2018	07/18 - HEALTH PREMIUM ACCT# JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS		9/4/2018	07/18 - HEALTH PREMIUM ACCT# JBP42	230.78
ASSETGENIE, INC.	306081	9/4/2018	(3) ACER C740 HINGE RIGHT, AC ADAPJTER, LCD	128.50
ASSETGENIE, INC.		9/4/2018	(4) ACER C740 RECLAIMED LCD BEZEL, PALMRE:	638.50
ASSETGENIE, INC.		9/4/2018	ACER C740 ORIGINAL AC ADAPTER	24.45
CHARTERSAFE	306082	9/4/2018	F17/18 - WORKERS' COMPENSATION AUDIT	10,291.51
DEPARTMENT OF HOUSING AND COMM 306083		9/4/2018	REGISTRATION RENEWAL # CCE5936	37.00
DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPM		9/4/2018	REGISTRATION RENEWAL # CCE5937	37.00
DICK BLICK ART MATERIALS	306084	9/4/2018	ART SUPLY MATERIALS (DESCRIPTION ATTACHI	1,502.59
DIRECTED	306085	9/4/2018	08/08 - 08/10/18 - SUBSTITUTE SERVICES	654.00
DIRECTED		9/4/2018	08/18 - 08/10/18 - SUBSTITUTE SERVICES	1,810.00
FRONTIER	306086	9/4/2018	08/13 - 09/12/18 - FAX # 818 834-8075-070105-5	215.16
HESS AND ASSOCIATES, INC.	306087	9/4/2018	Q4 FY17/18 - RETIREMENT REPORT	152.50
INLAND MECHANICAL SERVICES	306088	9/4/2018	07/18 - AC MAINTENANCE SERVICES	580.00
MAJOR METROPOLITAN SECURITY	306089	9/4/2018	09/18 - MONITORING SERVICE	260.00
NEOFUNDS BY NEOPOST	306090	9/4/2018	07/18 - POSTAGE ACCT# 9317	202.09
PURE WATER OF LA	306091	9/4/2018	08/18 - WATER COOLER	76.65
SCHOOLMINT, INC	306092	9/4/2018	07/18/18 - 06/30/19 - ANNUAL LICENSE COST	9,500.00
SKY SPORTSWEAR	306093	9/4/2018	GILDAN POLO NAVY UNIFORM	315.00
SOCAL OFFICE TECHNOLOGIES, INC	306094	9/4/2018	05/07 - 08/06/18 - OVERAGE CHARGE # CN6458-01	1,432.25
SOCAL OFFICE TECHNOLOGIES, INC		9/4/2018	05/12 - 08/11/18 - OVERAGE CHARGE # CN6461-01	2,159.85
SOUTHWINDS TRANSPORTATION	306095	9/4/2018	09/15/18 - TRANSPORT STUDENTS TO ROSE BOWI	465.60
Sparkletts	306096	9/4/2018	08/18 - BOTTLED WATER ACCT# 9319	153.60
STAPLES ADVANTAGE	306097	9/4/2018	(6) WESTCOTT PREFERRED STRAIGHT TRIMMER	236.03
STAPLES ADVANTAGE		9/4/2018	SCHOOL CLIMATE SUPPLIES	953.68
SYNCB/AMAZON	306098	9/4/2018	(10) HEAVYWEIGHT TAGBOARD, 24 X 18, WHITE	317.80
SYNCB/AMAZON		9/4/2018	ANSELF XL-F60 HIGH TEMP HEATER GLUE GUN	12.99
SYNCB/AMAZON		9/4/2018	DOUBLE SIDED LAMINATE , COLD LAMINATORS	62.29
FRANCISCO TOPETE	306099	9/4/2018	08/01 - 08/15/18 - MAINTENANCE	1,296.00
FRANCISCO TOPETE		9/4/2018	08/01 - 08/15/18 - MAINTENANCE SERVICE	143.00
TOTAL EDUCATION SOLUTIONS	306100	9/4/2018	06/18 - SPECIAL ED SERVICES	195.75
WAYSIDE	306101	9/4/2018	ENTRE CULTURAS 1, MULTI-YEAR HARDCOVER 1	4,381.18
YPI	306102	9/4/2018	06/18 - SCHOOL CLIMATE SERVICES	45,523.06
YPI		9/4/2018	08/18 - GEAR-UP ADVANCE	100,000.00
AFLAC WORLDWIDE HEAD QUARTERS	306103	9/7/2018	08/18 - HEALTH PREMIUM ACCT# JBP28	863.82
AFLAC WORLDWIDE HEAD QUARTERS		9/7/2018	08/18 - HEALTH PREMIUM ACCT# JBP42	230.78
ENOME, INC DBA GOALBOOK	306104	9/7/2018	LAUSD CHARTER SCHOOL DISCOUNT 15%	5,503.75
GREEN WORKS DEVELOPMENT	306105	9/7/2018	NORTHEAST SIDING ROOMS 6 1ND 7	6,895.00
GREEN WORKS DEVELOPMENT		9/7/2018	NORTHWEST SIDING BATHROOM	5,906.25
GREEN WORKS DEVELOPMENT		9/7/2018	SOUTHWEST SIDING ROOMS 6 AND 7	6,895.00
ITSAVVY LLC	306106	9/7/2018	PL SMARTBOARD LAMP PROJECTOR	230.59
LOS ANGELES COUNTY OFFICE OF EDUC 306107		9/7/2018	SPECIAL EDUCATION CLEAR PROGRAM - ROSAS.	3,000.00
LA DEPT. OF WATER AND POWER	306108	9/7/2018	06/13 - 08/14/18 - WATER CHARGES	13,910.79
MCCALLA COMPANY	306109	9/7/2018	RAYON WET MOP	101.75
RIDERS EXPRESS T&C	306110	9/7/2018	08/17/18 - TRANSPORTATION TO DOCKWEILER BI	1,950.00
SOCAL OFFICE TECHNOLOGIES, INC	306111	9/7/2018	07/13 - 08/12/18 - OVERAGE #CN7384-01	331.86
STAPLES ADVANTAGE	306112	9/7/2018	(4) Targus sport backpack for 16in Laptop, Black	83.18
UNUM	306113	9/7/2018	09/18 - PREMIUM ACCT# 0933184 001 5	658.15
YPI	306114	9/7/2018	06/18 - GEAR-UP SERVICES	47,842.35
BENECO	306115	9/17/2018	09/18 - HEALTH INSURANCE	71,132.75
MASERGY CLOUD COMMUNICATIONS, I 306116		9/17/2018	08/18 - COMMUNICATION NON E RATE	238.17

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MASERGY CLOUD COMMUNICATIONS, INC		9/17/2018	08/18 - COMMUNICATIONS	837.46
CHARTERSAFE	306117	9/17/2018	09/18 - WORKERS' COMPENSATION PREMIUM	8,959.00
COBRO CONSULTING	306118	9/17/2018	COMPILE APR DATA FILES	1,900.00
COLLEGE ENTRANCE EXAMINATION BO	306119	9/17/2018	(10) PSAT TEST FEES SPRING 2018 ADMINISTRAT	1,328.00
COLLEGE ENTRANCE EXAMINATION BOARD		9/17/2018	PSAT TEST FEES SPRING 2018 ADMINISTRATION	546.00
COMPUTER COMFORTS INC	306120	9/17/2018	TABLES FOR JMHS	1,320.00
DIRECTED	306121	9/17/2018	08/08 - 08/10/18 - SUBSTITUTE TEACHER	654.00
DIRECTED		9/17/2018	08/13 - 08/17/18 - SUBSTITUTE TEACHER	7,468.00
DIRECTED		9/17/2018	08/13,17/18 - SPECIAL ED SERVICES	180.00
DIRECTED		9/17/2018	08/14 - 08/15/18 - SPECIAL ED SERVICES	876.00
LUIS GIRON	306122	9/17/2018	LANDSCAPING PROJECT	2,630.38
GREEN WORKS DEVELOPMENT	306123	9/17/2018	BATHROOM FAUCET FIXTURE AND SENSOR CON	1,156.53
GREEN WORKS DEVELOPMENT		9/17/2018	FRONT PLANTERS	1,606.16
GREEN WORKS DEVELOPMENT		9/17/2018	REPLACE CORRODED WALL STUDS/LEDGER/RIM	2,279.96
GREEN WORKS DEVELOPMENT		9/17/2018	REPLACE CORRODED WOOD RAMPS, SANDING A	3,361.37
HD SUPPLY FACILITIES MAINTENANCE, I	306124	9/17/2018	(10) DRY-ERASE MARKERS, CHISEL POINT, ASSC	334.03
HD SUPPLY FACILITIES MAINTENANCE, LTD.		9/17/2018	(4) MULTI PURPOSE CLEANER, FABULOSO CASE	175.16
ITSAVVY LLC	306125	9/17/2018	ADOBE CREATIVE CLOUD LICENSE RENEWAL	4,224.35
NCCEP	306126	9/17/2018	08/08/18 -LICENSING FEE PER AGREEMENT	3,000.00
NCCEP		9/17/2018	PR AWARD 1: INSTITUTIONAL MEMBERSHIP DUF	3,500.00
NEOFUNDS BY NEOPOST	306127	9/17/2018	08/01/18 - POSTAGE ACCT# 790004408032 3235	100.00
RENE QUON	306128	9/17/2018	DON FELIX MEAT MARKET- PROFESSIONAL DEV	883.94
RENE QUON		9/17/2018	LOWE'S- CARDBOARD BOXES	162.54
RENE QUON		9/17/2018	STAPLES - YPICS PROFESSIONAL DEV. PENS, RUE	178.78
SOCAL OFFICE TECHNOLOGIES, INC	306129	9/17/2018	08/28 - 09/27/18 - BASE RATE CHARGE #CN6494-01	141.58
SOUTHWINDS TRANSPORTATION	306130	9/17/2018	09/19/18 - Field trip to Pomona Fairplex	1,113.70
STAPLES ADVANTAGE	306131	9/17/2018	(15) STICKIES RECYCLED NOTES, 3X3, YELLOW	62.12
STAPLES ADVANTAGE		9/17/2018	(15) DOUBLE THUMB SCISSORS, 7 IN. LENGTH, GI	46.65
STAPLES ADVANTAGE		9/17/2018	(2) INKJET/LASER ADDRESS LABELS, 30, WHITE	125.84
STAPLES ADVANTAGE		9/17/2018	(3) FINE POINT PERMANENT MARKERS, BLACK	238.12
STAPLES ADVANTAGE		9/17/2018	SCHOOL CLIMATE SUPPLIES	2,964.58
STUDY SMART TUTORS, INC	306132	9/17/2018	PSAT COURSE FOR 50 STUDENTS AT DISCOVERY	5,750.00
SUCCESS FOR ALL FOUNDATION, INC.	306133	9/17/2018	07/25/18 - ONSITE TRAINING CONTRACT# 103027	7,650.00
SYNCB/AMAZON	306134	9/17/2018	(2) GOLDEN MSA MATTE VARNISH WITH UVLS	99.98
TIME WARNER CABLE	306135	9/17/2018	08/16 - 09/15/18 - INTERNET SERVICE # 9720	1,397.95
T-MOBILE	306136	9/17/2018	07/28 - 08/27/18 - GEAR UP CELL PHONES ACCT# 9	138.35
FRANCISCO TOPETE	306137	9/17/2018	08/16 - 08/31/18 - MAINTENANCE SERVICES	1,596.00
XEROX FINANCIAL SERVICES	306138	9/17/2018	08/07- 09/06/18 - COPIER LEASE# 010-0042736-001	684.77
7 LAYER IT SOLUTIONS, INC.	306139	9/21/2018	09/19 - MANAGED SERVICE GOLD PACKAGE	1,120.00
REPUBLIC SERVICES #902	306140	9/21/2018	09/18 - WASTE DISPOSAL SERVICES ACCT# 309021	1,261.22
AT&T	306141	9/21/2018	07/22 - 08/21/18 - FAX SERVICES # 213 427-2950 067	178.20
BETTER 4 YOU MEALS, INC.	306142	9/21/2018	06/18 - STUDENT MEALS	20,988.85
BETTER 4 YOU MEALS, INC.		9/21/2018	08/18 - STUDENT MEALS	38,848.08
MASERGY CLOUD COMMUNICATIONS, I	306143	9/21/2018	08/18 - COMMUNICATIONS SERVICES	2,931.48
BROOKS TRANSPORTATION INC	306144	9/21/2018	ROUND TRIP FROM SBHA TO CAL POLY POMONA	490.00
DIRECTED	306145	9/21/2018	08/02/18 , 08/24/18 - SPECIAL ED SERVICES	876.00
DIRECTED		9/21/2018	08/20 - 08/24/18 - SUBSTITUTE TEACHER	6,314.00
YOLANDA FUENTES	306146	9/21/2018	DOLLER TREE - PIZZLES FOR ADVISORY ACTIVI	93.04
KARINA GAMEZ	306147	9/21/2018	WALMART - STUDENTS SUPPLIES DIVIDER, PENC	270.82
LUIS GIRON	306148	9/21/2018	08/18 - LANDSCAPING SERVICES	800.00
LUIS GIRON		9/21/2018	INSTALLATION OF NEW SPRINKLER	150.18
GREEN ECONOMY	306149	9/21/2018	Q1 2018- ENERGY MANAGER	2,965.00
HERTZ FURNITURE SYSTEMS INC	306150	9/21/2018	(35) 18IN H INSPIRATION VALUE POLY CLASSROO	8,447.21
HERTZ FURNITURE SYSTEMS INC		9/21/2018	(4) 4X6 PLATINUM PORCELAIN REVERSIBLE WHI	5,181.36
HOME DEPOT CREDIT SERVICES	306151	9/21/2018	DEWALT SPLIT	615.66
IMPACT CANINE SOLUTIONS	306152	9/21/2018	08/29/18 - CANINE SERVICE	180.00
INLAND MECHANICAL SERVICES	306153	9/21/2018	08/18 - AC MAINTENANCE SERVICES	460.00
SFVJACC	306154	9/21/2018	10/18 - RENT	9,500.00
KELLY PAPER	306155	9/21/2018	WHITE COPY PAPER MULTIPURPOSE	392.83
LAW OFFICES OF YOUNG, MINNEY & CO	306156	9/21/2018	07/18 - LEGAL SERVICES	1,888.00

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LOS ANGELES UNIFIED SCHOOL DISTRICT	306157	9/21/2018	10/18 - RENT	24,044.34
NEOFUNDS BY NEOPOST	306158	9/21/2018	08/18 - POSTAGE ACCT# 8323	478.93
OFFICE 360	306159	9/21/2018	(4) PROTRACTOR 6IN PLASTIC	27.68
OFFICE 360		9/21/2018	GEAR UP SUPPLIES	3,744.88
OFFICE 360		9/21/2018	HEAVY-DUTY STAPLER, STAPLES, PENCILS, MA	182.14
OFFICE 360		9/21/2018	HIGHLIGHTER DESK, SCISSORS, BINDERS, COMPAS	520.42
OFFICE 360		9/21/2018	JAW STYLE STAPLE REMOVER, PUSH PINS	33.40
OFFICE 360		9/21/2018	PAPER CLIPS, BINDERS, INDEX CARDS, TAB DEV	1,118.42
PETER HUANG AND LORETTA HUANG	306160	9/21/2018	08/09/18 - 09/10/18 - ELECTRICITY CHARGE	696.21
PETER HUANG AND LORETTA HUANG		9/21/2018	10/18 - RENT	4,849.24
PURE WATER OF LA	306161	9/21/2018	09/18 -WATER COOLER	76.65
RIDERS EXPRESS T&C	306162	9/21/2018	09/12 - TRANSPORT STUDENTS TO CAMP KRAMM	1,878.00
SFVJLI	306163	9/21/2018	10/18 - RENT, ROOMS 4 & 5	800.00
SCHOOL OUTFITTERS	306164	9/21/2018	ZUMA ROCKER CHAIRS (16)	2,121.18
Sparkletts	306165	9/21/2018	08/18 - BOTTLED WATER	49.10
Sparkletts		9/21/2018	08/18 - BOTTLED WATER SERVICE	188.22
STAPLES ADVANTAGE	306166	9/21/2018	(5) STICKIES NOTES, ASSORTED BOLD COLORS	49.22
SYNCB/AMAZON	306167	9/21/2018	(25) FRANKENSTEIN	164.25
SYNCB/AMAZON		9/21/2018	07/18 - AMAZON WEB SERVICES	182.75
SYNCB/AMAZON		9/21/2018	08/18 - AMAZON WEB SERVICE	12.00
SYNCB/AMAZON		9/21/2018	08/18 - AMAZON WEB SERVICES	247.56
SYNCB/AMAZON		9/21/2018	USB HDMI VGA ADAPTER, LABEL MAKER, RULE	1,344.57
TIME WARNER CABLE	306168	9/21/2018	CTF DATA CREDIT	4,087.92
JENNIFER MIYAKE TRAPP	306169	9/21/2018	08/01 - 08/02/18 - PBL TRAINING	4,500.00
UNIVERSITY OF OREGON	306170	9/21/2018	09/01/18 - 08/31/19 - LA ACADEMY OF ARTS SWIS	1,620.00
UNIVERSITY OF OREGON		9/21/2018	09/01/18 - 08/31/19 - OSCAR ROMERO SWIS ANNUA	920.00
UNUM	306171	9/21/2018	10/18 - PREMIUM ACCT# 0836771-001 1	938.00
UNUM		9/21/2018	10/18 - PREMIUM ACCT# 0933184 001 5	649.18
WAXIE SANITARY SUPPLY	306172	9/21/2018	(4) 33X39 1.5 MIL BLACK MAX LINER	236.85
WAXIE SANITARY SUPPLY		9/21/2018	2-PLY BATH TISSUE, BLACK LINERS, UNIV ROLL	320.46
WAXIE SANITARY SUPPLY		9/21/2018	24X24 8 MIC NAT CORELESS ROLL LINER	20.93
XEROX FINANCIAL SERVICES	306173	9/21/2018	08/12 - 09/11/18 - COPIER LEASE ACCT# 010-004273	1,735.45
XEROX FINANCIAL SERVICES		9/21/2018	08/13 - 09/12/18 - COPIER LEASE#010-0058450-003	317.18
XEROX FINANCIAL SERVICES		9/21/2018	08/21 - 09/20/18 - COPIER LEASE # 010-0042733-002	368.28
XEROX FINANCIAL SERVICES		9/21/2018	08/29 - 09/28/18 - COPIER LEASE # 010-00584-002	424.10
XEROX FINANCIAL SERVICES		9/21/2018	08/29 - 09/28/18 - COPIER LEASE#010-0058450-001	1,084.84
YPI	306174	9/21/2018	07/18 - GEAR UP ADVANCE	100,000.00
AT&T MOBILITY	306175	9/26/2018	07/20 - 08/19/18 - CELL PHONE SERVICES ACCT# 4	705.48
CHARACTER ED TOOLS	306176	9/26/2018	PRESENTATION TO ALL 10TH/11TH GRADERS - M	795.00
CIF LOS ANGELES CITY SECTION	306177	9/26/2018	FY18-19 - MEMBERSHIP FOR HS SPORT PROGRAM	250.00
CLIFTON DUNLAP	306178	9/26/2018	09/09 - 09/24/18 - PAYROLL	748.63
FRESH START MEALS, INC.	306179	9/26/2018	06/18 - JANITORIAL SERVICES	3,150.00
FRESH START MEALS, INC.		9/26/2018	07/18 - JANITORIAL SERVICES	1,650.00
LOS ANGELES UNIFIED SCHOOL DISTRICT	306180	9/26/2018	06/30 - 07/31/16 - SUMMER SCHOOL	1,627.50
SOCAL OFFICE TECHNOLOGIES, INC	306181	9/26/2018	(3) STAPLER REFILL	321.93
STAPLES ADVANTAGE	306182	9/26/2018	(20) NOTEBOOK ARC JR LINED POLY BEGIN QUO	64.17
SYNCB/AMAZON	306183	9/26/2018	(2) USB 3.1 TYPE-C TO HDMI ADAPTER - WHITE	37.20
SYNCB/AMAZON		9/26/2018	(2) PLAYING CARDS, POKER SIZE STANDARD INE	250.47
SYNCB/AMAZON		9/26/2018	(4) MOKIN THUNDERBOLT MINI DISPLAYPORT T	26.76
SYNCB/AMAZON		9/26/2018	BATTERIES AND AC/DC BATTERY CHARGER KIT	23.42
SYNCB/AMAZON		9/26/2018	DIAL WHITE ANTIBACTERIAL BAR SOAP	70.99
SYNCB/AMAZON		9/26/2018	ETHERNET CRIMPER TOOL KIT, 7 SETS MATGO N	119.94
SYNCB/AMAZON		9/26/2018	JSPORT 12 PACK OFFICIAL SIZE FOOTBALLS	68.99
SYNCB/AMAZON		9/26/2018	PRE-SHARPENED WOOD CASED #2 HB PENCILS	13.68
SYNCB/AMAZON		9/26/2018	SANDISK 32GB SD HC CLASS 4 SECURE SDHC FL	27.21
TCI	306184	9/26/2018	HISTORY ALIVE! THE MEDIEVAL WORLD AND BI	23,600.00
TCI		9/26/2018	STUDENT SUBSCRIPTION HISTORY ALIVE! THE M	23,600.00
FRANCISCO TOPETE	306185	9/26/2018	09/01 - 09/15/18 - MAINTENANCE SERVICES	1,020.00
LADWP/METROPOLITAN SERVICE PLAN# 1088		9/27/2018	LADWP - CABLE SERVICE	(92,436.00)
GKKWORKS	1105	9/10/2018	02/18 - CONSTRUCTION ADMINISTRATION SERVI	16,809.00

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GKKWORKS		9/10/2018 06/18	CONSTRUCTION ADMINISTRATION SERVI	10,023.75
KEMP BROS CONSTRUCTION, INC.	1106	9/10/2018	CONSTRUCTION SERVICES - APP#18	917,295.30
LA DEPT. OF WATER AND POWER	1107	9/10/2018 06/28 - 08/28/18	FIRE SERVICES CHARGES	236.51
LA DEPT. OF WATER AND POWER	1108	9/10/2018 06/27 - 08/27/18	SEWER SERVICE CHARGES	415.89
STS EDUCATION	1109	9/10/2018	PROMETHEAN ACTIVPANEL TOUCH MOBILE ST/	75,447.19
TWINING CONSULTING	1110	9/10/2018 06/18	TESTING AND INSPECTION SERVICES	11,515.82
LOS ANGELES UNIFIED SCHOOL DISTRIC	1111	9/26/2018	PROVIDE AND REKEY 90 CYLINDERS	13,298.00
LADWP/METROPOLITAN SERVICE PLAN	1112	9/27/2018	LADWP - CABLE SERVICE	92,436.00
APPLE INC.	6754993391	9/28/2018 (405)	MACBOOK AIR 13-INCH	417,835.90
APPLE INC.	6755074694	9/28/2018 (75)	MACBOOK AIR 13-INCH	61,886.63
APPLE INC.	6755251059	9/28/2018 (75)	APPLECARE + FOR MACBOOK AIR	9,975.00
CCU - YF - 0194	09/13/18 - ED	9/13/2018 09/13/18	PAYMENT - CREDIT CARD - YF - 0194	2,502.02
CCU - KB - 0129	09/20/18 - ED	9/20/2018 09/20/18	PAYMENT - CREDIT CARD - YKB - 0013	4,298.48
CCU - KB - 0129	09/26/18 - ED	9/26/2018 09/26/18	PAYMENT - CREDIT CARD - YKB - 0013	92.45
CCU - RQ - 0251	09/26/18 - ED1	9/26/2018 09/26/18	PAYMENT - CREDIT CARD -	251.81
CCU - YF - 0194	09/26/18 - ED2	9/26/2018 09/26/18	PAYMENT - CREDIT CARD - YF - 0194	316.51
CCU - LG - 0178	09/26/18 - ED3	9/26/2018 09/26/18	PAYMENT - CREDIT CARD - LG - 0178	390.21
CCU - SC - 0269	09/26/18 - ED4	9/26/2018 09/26/18	PAYMENT - CREDIT CARD - SC - 0269	562.70
CCU - JC - 0277	09/26/18 - ED5	9/26/2018 09/26/18	PAYMENT - CREDIT CARD - JC - 0277	886.53
CCU - RB - 0285	09/26/18 - ED6	9/26/2018 09/26/18	PAYMENT - CREDIT CARD - RB - 0285	967.95
Total				2,377,756.89

**YPI Charter Schools
Credit Card Register
From 09/01/18 to 09/30/18**

ObjectCod	Object	Manager	Date	Doc #	Vendor	Description	Actual Amount
5610	5610	BC	9/30/818	STD07/28/18-0145	CCU - KM - 0145	DOWNTOWN MINI WAREHOUSE - JULY 2018 STORAGE RENT	350.00
5830	5830	HS	9/30/818	STD07/28/18-0145	CCU - KM - 0145	INDEED - TEACHER JOB POSTING FEE FOR JUNE 2018	147.30
5830	5830	HS	9/30/818	STD08/28/18-0145	CCU - KM - 0145	INDEED - TEACHER JOB POSTING FEE FOR JULY 2018	20.60
4310	4310	HS	9/30/818	STD07/28/18-0178	CCU - LG - 0178	TARGET - STUDENT SUPPLIES - MARKERS, SCISSORS, RULERS, COLOF	68.88
4310	4310	HS	9/30/818	STD07/28/18-0178	CCU - LG - 0178	COSTCO - PENCILS AND WRITING SETS	45.17
4350	4350	BC	9/30/818	STD07/28/18-0178	CCU - LG - 0178	COSTCO - BINDERS, STAPLERS, TAPE, BATTERIES, ENVELOPES, SCIS	268.89
4350	4350	BC	9/30/818	STD07/28/18-0178	CCU - LG - 0178	WALMART - RECEIPT BOOKS	47.47
4350	4350	BC	9/30/818	STD07/28/18-0178	CCU - LG - 0178	TARGET - BOXES	15.10
4390	4390	BC	9/30/818	STD08/28/18-0178	CCU - LG - 0178	SMART & FINAL - YPICS PROFESSIONAL DEVELOPMENT - SNACKS AND	30.42
4390	4390	BC	9/30/818	STD08/28/18-0178	CCU - LG - 0178	EL TURCO MEAT MARKET - YPICS PROFESSIONAL DEVELOPMENT - PAI	4.45
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	SUBWAY - YPICS PROFESSIONAL DEVELOPMENT - FOOD	17.73
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	AY PAPA QUE RICO - YPICS PROFESSIONAL DEVELOPMENT - FOOD	178.42
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	EL NUEVO MIRADOR - YPICS PROFESSIONAL DEVELOPMENT - FOOD	144.48
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	AY PAPA QUE RICO - YPICS PROFESSIONAL DEVELOPMENT - FOOD	114.98
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	SMART & FINAL - YPICS PROFESSIONAL DEVELOPMENT - SNACKS AND	19.60
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	SUBWAY - YPICS PROFESSIONAL DEVELOPMENT - FOOD	11.43
4390	4390	OR	9/30/818	STD08/28/18-0178	CCU - LG - 0178	EL TURCO MEAT MARKET - YPICS PROFESSIONAL DEVELOPMENT - PAI	2.86
4390	4390	OR	9/30/818	STD08/28/18-0178	CCU - LG - 0178	EL NUEVO MIRADOR - YPICS PROFESSIONAL DEVELOPMENT - FOOD	93.11
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	EL TURCO MEAT MARKET - YPICS PROFESSIONAL DEVELOPMENT - PAI	4.04
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	SUBWAY - YPICS PROFESSIONAL DEVELOPMENT - FOOD	16.10
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	AY PAPA QUE RICO - YPICS PROFESSIONAL DEVELOPMENT - FOOD	161.98
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	EL NUEVO MIRADOR - YPICS PROFESSIONAL DEVELOPMENT - FOOD	131.17
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	TARGET - STORAGE BOXES FOR UNIFORMS	96.32
4390	4390	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	SMART & FINAL - YPICS PROFESSIONAL DEVELOPMENT - SNACKS AND	27.62
4700	4700	HS	9/30/818	STD08/28/18-0178	CCU - LG - 0178	LITTLE CAESARS - PIZZA FOR STUDENT SUMMER BRIDGE PROGRAM	21.90
4310	4310	OR	9/30/818	STD08/28/18-0251	CCU - RQ - 0251	TARGET - COMPOSITION BOOKS	198.00
4310	4310	OR	9/30/818	STD08/28/18-0251	CCU - RQ - 0251	TARGET - COMPOSITION BOOKS	53.81
4310	4310	OR	9/30/818	STD08/28/18-0269	CCU - SC - 0269	TARGET - MARKERS AND CRAYONS	16.42
Total							2,308.25

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2018-09 YPICS FINANCIALS.xlsx

Coversheet

Recommendation to approve the role of the Academic Excellence Committee

Section: V. Items Scheduled For Action
Item: B. Recommendation to approve the role of the Academic Excellence
Committee
Purpose: Vote
Submitted by:
Related Material: Role of the Academic Excellence Committee YPICS (1).pdf



Role of the Academic Excellence Committee

Duties

The main purpose of the Academic Excellence Committee is to measure the academic results of the organization against the goals laid out in the organization's charter, accountability plan, and annual EXECUTIVE DIRECTOR goals. In one sense, the Academic Excellence Committee is similar to the Finance Committee: both exist to monitor performance against stated goals. For the Finance Committee, this means measuring financial results against the budgeted goals. For the Academic Excellence Committee, this means measuring organizational outcomes against stated goals for metrics such as:

- Performance on state tests
- Performance on nationally-normed standardized tests (e.g., the SBAC, SAT 10, etc.)
- Performance on interim assessments (e.g., NWEA Maps, SBAC Benchmarks, the DIBELS, or interim assessments created by the school)
- Attendance
- Surveys of family or staff satisfaction
- Student and staff retention

The overall role of the Academic Excellence Committee is to ensure that:

- The board and EXECUTIVE DIRECTOR have a clear and shared definition of “academic excellence” for the organization. (It should be written down and understood by all trustees.)
- The board and EXECUTIVE DIRECTOR have a clear and shared sense of how well the organization is currently performing in reaching that definition of excellence.
- The board and EXECUTIVE DIRECTOR agree on what the next steps the organization will take in order to reach that goal of excellence.
- All trustees understand the promises in the charter and accountability plan and understand how well the organization is currently performing against those promises.
- All trustees understand what standardized assessments the school administers, what each one assesses, when each one is administered, and how the data from each is used to inform teaching and programmatic changes.

- The board and EXECUTIVE DIRECTOR have a clear and structured process for updating the board on the organization’s performance on key academic outcomes on a regular basis (at least four times per year).
- When academic-outcome data is presented to the board, it is presented in a comparative context (e.g., against comparables of how the organization has performed in the past, how other schools in the area have performed, and how other high performing schools have performed) so that trustees can assess the organization’s overall strength of performance meaningfully.
- Work with Executive Director to provide board training, as necessary, to understand how the organization is achieving the board approved goals.

	EXECUTIVE DIRECTOR Role	Committee Role
Goal Setting	<ul style="list-style-type: none"> • Develop goals/timeline for reporting on progress towards academic goals and propose them to the committee for discussion and feedback • Present finalized goals/reporting timeline to the full board for approval 	<ul style="list-style-type: none"> • Review EXECUTIVE DIRECTOR’s proposed goals/reporting timeline • Ask questions to ensure that the goals are (1) ambitious and (2) achievable. (These judgments are made relative to the organization’s charter promises, other schools’ performances, the organization’s own past performance.) • Recommend finalized goals/reporting timeline to the full board for approval; ensure that all trustees understand goals
Progress Monitoring	<ul style="list-style-type: none"> • Present the committee with data to assess progress towards goals on the agreed upon timeline • Present updates on data to full board on agreed upon timeline 	<ul style="list-style-type: none"> • Review data to assess progress towards goals on agreed-upon timeline • Ask probing questions to better understand the data and help the EXECUTIVE DIRECTOR to be thoughtful about the data • Help EXECUTIVE DIRECTOR to frame data for presentation

		to the full board
Instructional Decision Making	<ul style="list-style-type: none"> Select and implement curricula, training, and materials necessary for successful instruction 	<ul style="list-style-type: none"> Sounding board for EXECUTIVE DIRECTOR's ideas on how to improve instructional practices and curricula based on student performance data
Staff Oversight	<ul style="list-style-type: none"> Hire and train all staff Oversee and evaluate all staff 	<ul style="list-style-type: none"> Ensure that EXECUTIVE DIRECTOR has created and implemented staff evaluation and feedback procedures Monitor results through annual/biannual staff surveys and through staff retention data

What the Academic Excellence Committee Should Not Do

One of the biggest pitfalls for Academic Excellence Committees is to engage over *inputs*—the means by which the organization pursues its mission—rather than *outcomes*—the objective data used to assess how well the organization is meeting its mission. Inputs are management level issues, which should be handled by the EXECUTIVE DIRECTOR. Outcomes are what the board should be focused on and governing towards. The best Academic Excellence Committees help EXECUTIVE DIRECTORS set clear goals for the year of outcomes that are related to the mission and then set up checkpoints throughout the year (likely two to four), at which they meet with the EXECUTIVE DIRECTOR to monitor progress towards those goals.

Other activities Academic Excellence Committees should NOT be involved in:

- Evaluating teachers
- Selecting, designing, or reviewing the quality of curricula
- Planning professional development for teachers
- Interacting with teachers or other staff members on a regular basis (i.e., daily or weekly)
- Interacting with families or students on a regular basis (i.e., daily or weekly)

- Presenting themselves as an outlet for staff, family, or student complaints or concerns that have not first been formally addressed to the EXECUTIVE DIRECTOR **Committee Membership** While it can be useful for some members of the Academic Excellence Committee to have a background in education, it is by no means necessary in order to be an effective committee member. Many effective Academic Excellence Committees do not have educators on the committee. We find that the key functions of the committee—helping the EXECUTIVE DIRECTOR to set ambitious goals and then monitoring data to assess progress towards those goals—are often well met by people with strong analytical skills; these people need not be educators. **What questions should the committee be asking?**
- What is the ultimate goal of our organization? (must be measurable)
- How we will know, on an annual basis, that our students are making progress towards this goal?
- How will we know during the course of the year that our students are making progress towards our annual goals?
- When will the board receive updates on students’ academic progress this year?
- What data will the board receive at each of these check-in points?
- What results does the EXECUTIVE DIRECTOR expect to see at each check-in point that would tell us we are on track to meet our annual goals?
- Is there an evaluation/feedback process in place for all staff members under which they receive a formal written evaluation, based on clear criteria, at least once per year?
- In addition, see the list of questions in the “Smart Questions about Assessment Data” document, as well.